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## ABSTRACT

SIBE (Sequential In-Basket Exercise) is a computer-assisted program to provide library science students with decision-making experience via simulated library administration problems. An initial problem is presented on-line by a teletype; it is followed by two derived problems, dependent on the student's initial response selected from five action choices. A pilot study was planned to determine to what extent library science students choose the same decision pathway in the resolution of an administration problem, to what extent elapsed time varies among students in making these decisions, whether such an in-basket exercise would stimulate class discussion, and whether library science students would find the SIBE a useful learning mode. Among the 33 students in the pilot study, concurrence in the pathway choice ranged from 1 to 6 students per problem, with a mean of 1.88 students in agreement. The total time for completion of the four problem exercise ranged from 26 to 63 minutes, with a mean of 42.9. Considerable classroom discussion was generated by the programs, and 96 percent of the students answering an affective questionnaire felt that they learned "some" or "a lot" from the SIBE. (Author)

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# CAI CENTER

## SIBE: A Sequential In-Basket Exercise Technique

### The Pilot Study

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## ABSTRACT

SIBE is a sequential in-basket exercise technique, using computer assistance, designed to provide library science students with decision-making experience via simulated library administration problems. An initial Seminal Problem, presented on-line on teletype, is followed by two Derived Problems, dependent on the student's initial response selected from five action choices. A pilot study was planned to determine to what extent library science students choose the same decision pathways in the resolution of an administration problem, to what extent elapsed time varies among students in making these decisions, whether such an in-basket exercise would stimulate class discussion and whether library science students would find the SIBE a useful learning mode. Among the 33 students in the pilot study, concurrence in pathway choice ranged from 1 to 6 students per problem with a mean of 1.88 students in agreement. The total time for completion of the four problem exercise ranged from 26 to 63 minutes with a mean of 42.9. Considerable classroom discussion was generated by the problems, and 96% of the students answering an affective questionnaire felt that they learned "some" or "a lot" from the SIBE.



## SIBE: A Sequential In-Basket Exercise Technique The Pilot Study

Problem-centered modes of teaching administrative decision-making have been used for some years in the training of business executives and educational administrators. Recently, simulation techniques have been adapted for the classroom education of librarians.<sup>1</sup> The in-basket exercise, as one such technique, has figured prominently in the literature of business and education but does not appear to have been used extensively in library science education.

In what has come to be the traditional in-basket design, each exercise represents a moment in time. A variety of separate items is presented, some of which are significant, some inconsequential, but few of which are related. The student, assuming the role of an administrator, must react to each in-basket item by preparing an appropriate out-basket item, or by describing follow-up action. Characteristically, the student submits his response for his teacher's comment—which may come days or weeks later. In an effort to make this kind of simulation more realistic, some teachers have added video-taped episodes and taped phone calls as interruptions to the perusal of the in-basket items.<sup>2</sup>

An even better way to achieve realism would be to provide feedback that would show the budding administrator the consequences of his decisions and actions. However, the realism of a problem that unfolds, bit by bit, through memos, letters, phone calls and other communications, appears to be unavailable in documented in-basket usage. SIBE, a technique for presenting a Sequential In-Basket Exercise, was designed to meet this need. A computer-assisted instruction format was chosen in order to take advantage of two capabilities of the computer: interaction with a student and the collection of data generated by student responses.

### SIBE Purpose and Design

The SIBE technique presents a three-layered problem in such a way that the student must make a series of related decisions and deal with the consequences of these decisions. The conclusion of an SIBE problem in the present CAI format does not resolve the problem; rather it moves an entire class individually through stages of a problem and provides the instructor with a record of the individual decision pathways. The record of each student's decision pathway, and the cumulative record of the individual decisions provide the basis for classroom discussion of administrative theory and behavior.

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<sup>1</sup>James W. Ramey, "Simulation in Library Administration," *Journal of Education for Librarianship* 8 (1967); 85-93, Martha Jane K. Zachert, "The Library Administration Course: Simulation as a Technique," *Journal of Education for Librarianship* 11 (Winter, 1971), 243-250.

<sup>2</sup>George Gibson, "A New Dimension for 'In-Basket' Training," *Personnel* 38 (July-August 1961), 76-79; Glenn L. Immegart and Daniel Brant, "Sister Monica's In-Basket," *Catholic School Journal* 68 (May 1968), 34-38.



In the initial use of SIBE, an attempt was made to collect data relevant to the following questions:

1. To what extent do library science students choose the same decision pathways in response to simulated administrative decision-making situations?
2. To what extent does elapsed time vary among library science students as they make decisions about library administrative problems of varying complexity?
3. Can a computer-assisted sequential in-basket exercise stimulate discussion in the classroom?
4. Do library science students respond well to this problem-centered technique and find it a useful learning mode?

In order to gather data, four typical library administrator in-basket problems were designed. The problems were programmed in Coursewriter II for presentation in the CAI mode using teletype terminals for student input and to provide hard copy print-out. This print-out serves as a record for students of the problems and their individual responses, and for reference in the follow-up classroom discussion. The computer was also programmed to collect the desired data about student performance. Finally, an affective questionnaire was used to obtain student reaction to the CAI mode.

The basic configuration of SIBE is shown in Figure 1. For each problem sequence, the student is presented with the initial in-basket item, designated a Seminal Problem (rectangle in the upper left corner of the figure) followed by four action choices and a "comment response" choice (first line of circles in the figure). The student, in the role of an administrator, makes his choice of the action he would take by entering the designation of that choice (A, B, C or D) via the teletype keyboard. Alternately, the student can make the comment response choice (E) and enter a statement of his intended action via the keyboard.

The choice of action by the student is followed immediately by the display of a follow-up communication (represented by the second line of rectangles in the figure) and five more choices (the second line of circles). All stages of the problem after the initial presentation are designated Derived Problems and these may continue until the ingenuity of the problem-designer runs out. In the first SIBE each Seminal Problem was followed by two Derived Problems, each complete with four action choices and a comment response choice. All students receive the same Seminal Problem and its choices. (See Figure 2.) The Derived Problems received by each individual depend on his own choices of action. Thus, each student determines his own decision pathway (represented in Figure 1 by running arrows). When the student makes his third action choice, he has completed the CAI part of the problem; classroom discussion takes over at that point. As SIBE has been used to date, each CAI session presents the student with four Seminal Problems.

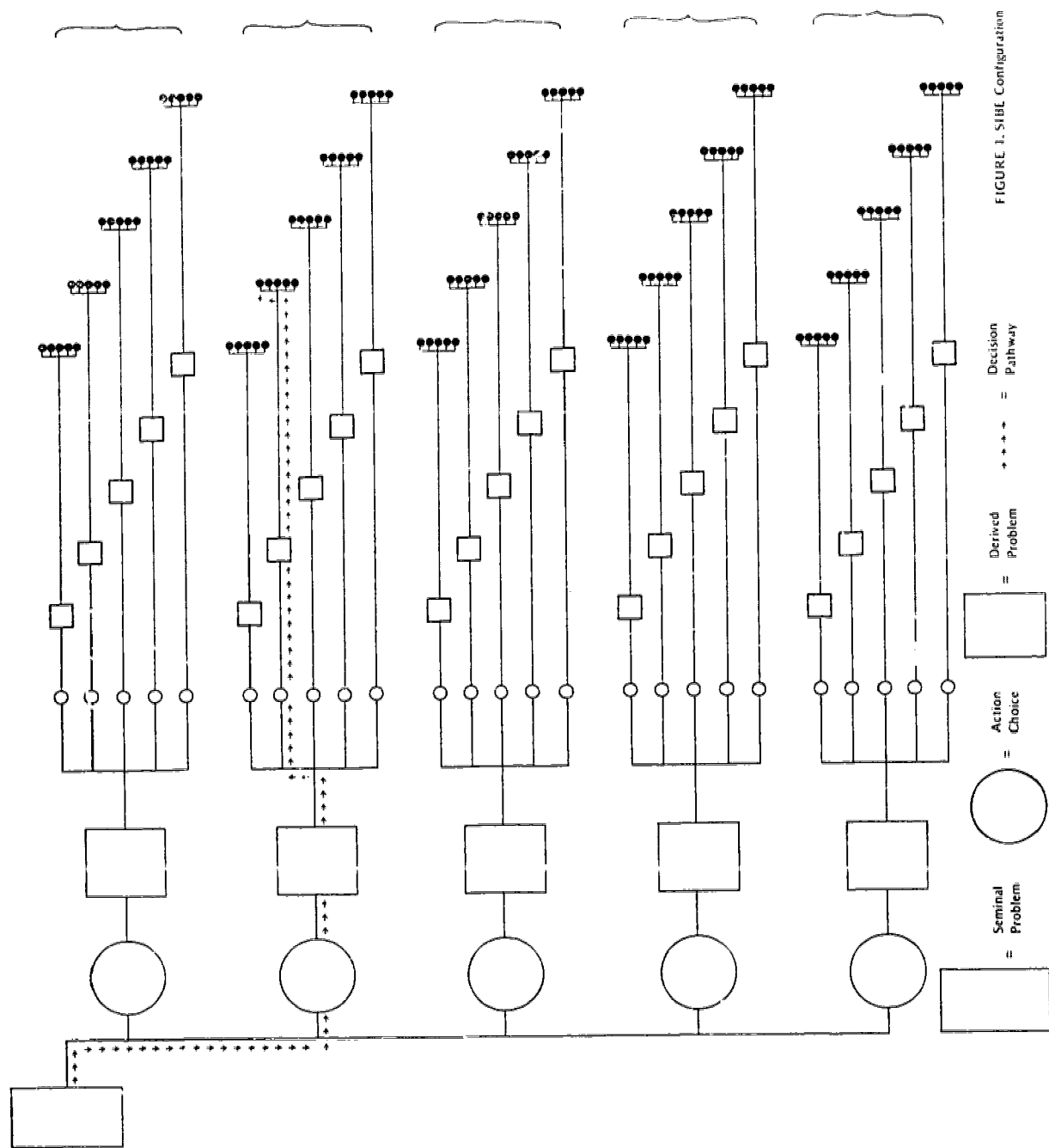
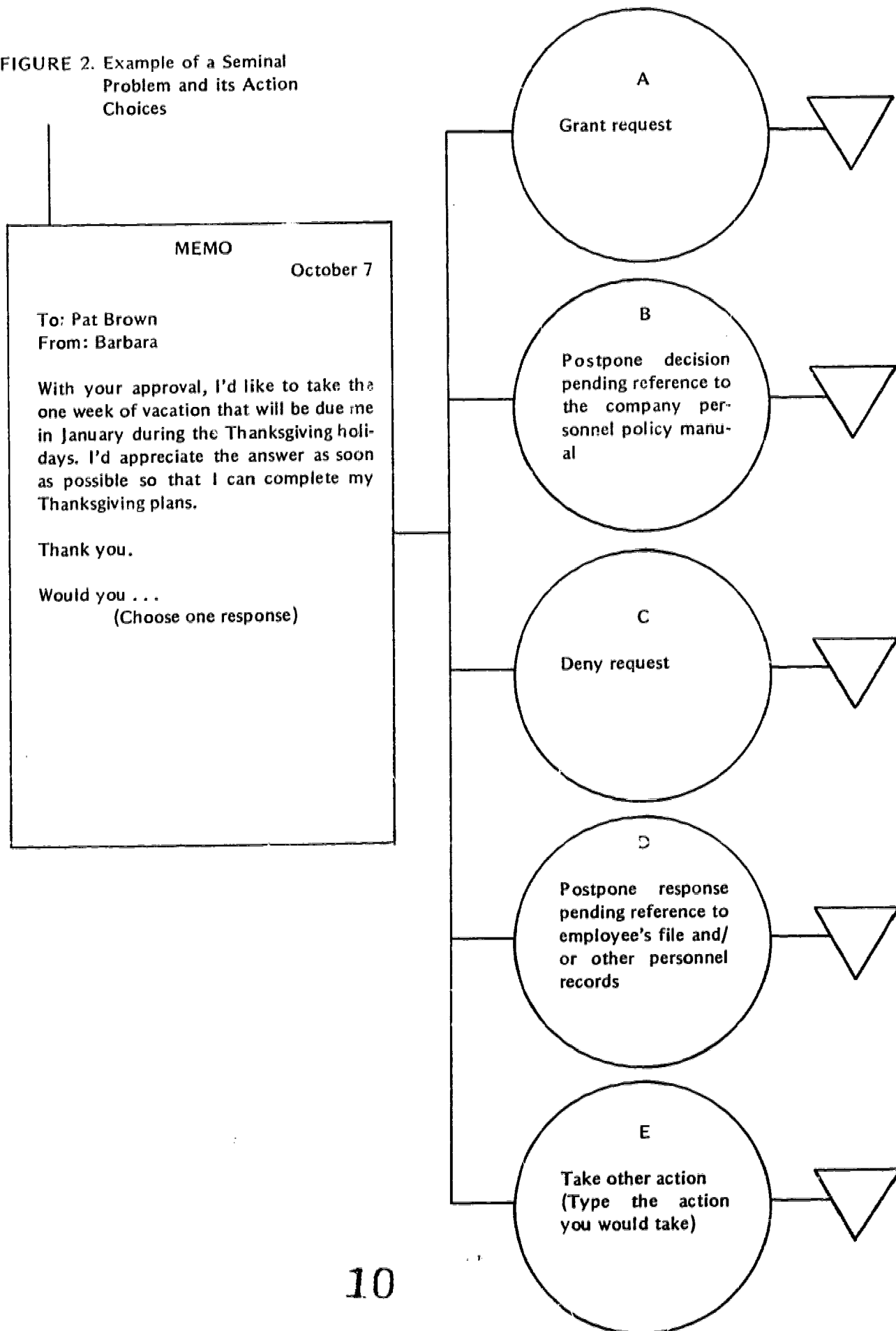


FIGURE 1. SIBL Configuration

FIGURE 2. Example of a Seminal Problem and its Action Choices



In order to accommodate any possible decision pathway that the student might take, a total of thirty Derived Problems, with their action choices, must be stored in the computer with each Seminal Problem. However, in the course of working each exercise, a student actually sees only the Seminal Problem and its five action choices plus two Derived Problems and their action choices, as determined by the sequence of his own decisions. Thus, in a four-Seminal-Problem simulation, each student must deal with and respond to twelve distinct decision-forcing situations, eight of which are contingent on his own decisions. In none of the problems is there a clear-cut right or wrong choice for the student to make. However, some choices are less wise than others and these choices elicit unexpected results, causing the student to be faced with major or minor crises of his own making. In this way, the student is shown the need for careful analysis of a problem, and the need for thinking through the possible consequences of various actions that he might take, and various decisions that he might make.

#### The SIBE Pilot Project

Four seminal problems were used in the SIBE pilot project, one each in the administrative areas of personnel management, coordination of activities, public relations, and direction of work. These problems were presented in the context of a verbal model of a petroleum library. This model is regularly used in the senior author's graduate class in the administration of special libraries. The problems may be summarized briefly as follows:<sup>3</sup>

**Personnel management.** A library clerk asks for annual leave time before it has been earned. Soon after her request, the library administrator receives a request for a recommendation of this employee from a competitor. This is the administrator's first notice that the employee is considering changing positions.

**Coordination.** Management decides that taped music is to be piped into all departments of the company, including the library. No employees have been consulted or prepared for this action and there is a diversified response from library staff and library users.

**Public relations.** An overdue notice for library material is sent to an engineer who claims he returned the book. He is highly indignant and demands that the responsible library employee be reprimanded. The situation is complicated when another engineer claims his colleague is building a personal library by obtaining library materials in devious ways.

**Direction of work.** A threatening letter is received by the library administrator from a vendor who claims that his bill for library periodical subscriptions has not been paid after four months and several notices. Internal company records appear lacking in supportive evidence and the only individual who can order reissuance of a check is on vacation.

In experiencing the sequential in-basket exercise, each student assumes the role of Pat Brown, head librarian of the Double XYZ Oil Company Field Research Laboratory Library. Because the students have been using the model of this library as a context

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<sup>3</sup>Complete text of the Seminal Problems, Derived Problems and Action Choices is in Appendix A.

for an extended simulation study of administrative problems, it is familiar to them when, near the end of the academic term, they are introduced to SIBE. Thus, no additional time has to be allowed for familiarization with the model before the SIBE experience. During SIBE all students have at hand for consultation an abbreviated organization chart of the model library and its parent organization and a calendar showing the ten-week period covered by SIBE.<sup>4</sup>

### The Initial Run

The Coursewriter II program for storing and managing SIBE was prepared by Mrs. Betty Wright under the supervision of Dr. Duncan Hansen. The junior author of this paper served as liaison between the class instructor (the senior author) and the CAI Center. Five students who had completed the special libraries administration course in a previous quarter, and who were therefore familiar with the model library, were used in a run-through to debug the program. Some minor corrections were made and SIBE was then offered to students in course in Spring Quarter 1970.

Six teletype terminals were available, so the class of eighteen students was divided into thirds and scheduled to experience SIBE in successive time periods. All three groups were instructed not to discuss the problems or their responses before the following class period. The students were given a one-page set of instructions including both background for SIBE and instructions on the use of the teletype terminal.<sup>5</sup> Copies of the organization chart and the calendar were mounted on the wall behind the terminals. A few minor problems with sign-on routine and coding were corrected and, in general, the trial ran smoothly. Only one member of the class seemed especially nervous. Many of the students immediately expressed satisfaction with the content of the exercise and the feedback. Laughter was not uncommon as unexpected turns of events became known through the successive communications. The students gave every appearance of enjoying the experience and several took time to visit the instructor's office during the following days to offer comments and suggestions for future development and use of SIBE. At the next regularly scheduled meeting of the class each student completed a ten-item reaction questionnaire.<sup>6</sup>

Each student brought his SIBE print-out to the next class meeting; in addition, the instructor had been furnished by the CAI Center with a print-out of the response data for the entire class. Two hours were spent in discussing the common and deviant decision pathways of the group. As they were leaving after the class, many students again expressed pleasure in the SIBE approach to the study of administrative problems in libraries and urged the authors to prepare more exercises in this mode. An unexpected but gratifying reaction from several students was that, having had this experience, they were no longer "afraid of machines in libraries."

In the fall of 1970, SIBE was again used with students in the special libraries administration course. In addition to these seven individuals, two library science students in a post-masters program and one faculty member participated in SIBE at

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<sup>4</sup>See Appendix B.

<sup>5</sup>See Appendix C.

<sup>6</sup>See Appendix D.

that time. The computer-generated data about these ten individuals was added to that of the twenty-three earlier participants giving a total of thirty-three subjects for data analysis. The advanced students and the faculty member were not asked to complete the questionnaire because all three had had extensive experience with computers and their feelings toward them could be assumed to be positive.

### Response Evaluation Data

#### Similarity of Decisions: Pathways

To what extent do library science students choose the same decision pathways in response to simulated administrative decision-making situations? The data show that in these four problems the largest number of decision pathways chosen for a single problem was twenty (Problem 1), and the smallest number was eight (Problem 3, version 2). Because Problem 3 included a typographical error in the action choices following the Seminal Problem when it was worked by the first twenty-three students, it was revised. Problem 3 has been disregarded, therefore, in this analysis. Omitting it, Table 1 shows that Problem 1 elicited twenty decision pathways from the thirty-three participants, Problem 2 elicited fifteen decision pathways, and Problem 4, seventeen. The mean number of students who choose the same pathway in problem 1 was 1.65, in Problem 2, 2.2, and in Problem 4, 1.88. Overall, the mean number who chose the same pathway was 1.88. Thus, the record of decision paths chosen by student participants in SIBE shows considerable diversity of opinion.

**TABLE 1. Concurrence in Choice of Decision Pathways in SIBE Problems**  
(N Students = 33)

Problem 1 Path	Number of Students Who Chose	Problem 2 Path	Number of Students Who Chose	Problem 4 Path	Number of Students Who Chose
ABD	1	AAD	3	BBA	1
ABE	3	AAE	3	BBC	1
		ADD	2	BCC	4
BAA	2	AEC	1	BCD	4
BAE	2			BCE	2
BBE	1	BBB	1	BDC	1
BDC	1	BEB	1	BEB	1
BEA	2	BED	1		
BEB	3	BEE	1	CCA	1
				CDA	1
CEB	1	CAA	1	CDC	3
		CEA	2	CDE	1
DCA	1	CED	2	CED	1
DCB	2	CEE	3		

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**TABLE 1. Concurrence in Choice of Decision Pathways in SIBE Problems**  
(N Students = 33) (Continued)

Problem 1 Path	Number of Students Who Chose	Problem 2 Path	Number of Students Who Chose	Problem 4 Path	Number of Students Who Chose
DEB	3			EAD	3
DEC	1	EEA	5	ECD	2
DEE	2	EEC	1	ECE	1
		EEE	6	EED	2
EBD	3			EEE	3
EBE	1				
EDA	1				
EEC	1				
EED	1				
EEE	1				
Total 20	33	15	33	17	32 <sup>a</sup>

<sup>a</sup>One student did not complete Problem 4.

#### Similarity of Decisions: Individual Decisions

Table 2 shows the concurrence in choice of individual decisions in SIBE.

**TABLE 2. Concurrence in Choice of Individual Decisions in SIBE Problems**  
(N Choices per Problem = 3 Choices per Student = 99)<sup>a</sup>

Response	Problem 1 Number of Choices	%	Problem 2 Number of Choices	%	Problem 4 Number of Choices	%
A	14	14	24	24	6	6
B	29	29	7	7	17	17
C	7	7	10	10	30	31
D	16	16	10	10	18	19
E	33	33	48	48	25	26
Total	99	99	99	99	96 <sup>b</sup>	99

<sup>a</sup>Potentially, any response could be chosen three times during a problem. Thus, for 33 students the number of choices per problem is 99.

<sup>b</sup>Only 32 students completed Problem 4, so the total choices for problem 4 is 96.

In only two instances did more than one-third of the students make the same response, that of the fifth choice in Problems 1 and 2. Though there is no built-in significance related to the choice of an A, B, C, or D in these problems, the fact that E is always a comment response and that it was so frequently chosen may be significant. In the three problems, E was chosen 106 times, or 37% of the number of times it could potentially be chosen. Reference to Table 1 shows that ten of the thirty-three students chose EEE, or maximum E choices.

Table 3 shows the number of times E was chosen by individual students.

TABLE 3. Number of E Choices by Individual Students  
(N students = 32)<sup>a</sup>

Number of Times E chosen <sup>b</sup>	Number of Students Who Chose E x Times	%
12	0	0
11	0	0
10	0	0
9	0	0
8	0	0
7	2	6
6	1	3
5	6	19
4	6	19
3	4	12
2	6	19
1	5	16
0	2	6
Total	32	100

<sup>a</sup>One student did not complete Problem 4.

<sup>b</sup>There were three opportunities to choose E in each problem and four problems. Therefore, the potential number of E choices per student was twelve.

An analysis of the comments from students in their E choices shows two similar groups of responses. One of these is a combination of two or more of the given responses A, B, C, and/or D. The second group of responses is an elaboration of one or more of the given responses in A, B, C, and D. In only a few instances did the students actually suggest totally different action.

It might have been expected that, at least in their initial response to the Seminal Problems, students would show similarity of choice. The detailed analysis of initial choices, shown in Table 4, however, shows that eighty percent of the possible initial choices were actually chosen. Only three of the possible fifteen initial choices were not

chosen by any student. Thus Table 4 confirms the non-concurrence of choices evident in Table 1.

**TABLE 4. Concurrence in Initial Choices in SIBE Problems  
(N Students = 33)**

Response	Problem 1 Number of Students Who Chose	%	Problem 2 Number of Students Who Chose	%	Problem 4 Number of Students Who Chose	%
A	4	12	9	27	0	0
B	11	33	4	12	14	43
C	1	3	8	24	7	22
D	9	27	0	0	0	0
E	8	24	12	36	11	34
Total	33	99	33	99	32 <sup>a</sup>	99

<sup>a</sup>One student did not complete Problem 4.

#### Lapsed Response Time

Data compiled by the computer for each of the first group of SIBE participants included the total time taken to complete each Seminal Problem plus the response latency on each individual response. Table 5 shows the distribution of students by total lapsed time.

**TABLE 5. Distribution of Participants by Total  
Lapsed Time on Four SIBE Problems  
(N Students = 23)<sup>a</sup>**

Total Lapsed Time In Minutes	Number of Students
62-63	1
60-61	0
58-59	0
56-57	1
54-55	1
52-53	0
50-51	2
48-49	2
46-47	1
44-45	4
42-43	1

TABLE 5. Distribution of Participants by Total Lapsed Time on Four SIBE Problems  
(N Students = 23)<sup>a</sup> (Continued)

Total Lapsed Time In Minutes	Number of Students
40-41	2
38-39	1
36-37	3
34-35	2
32-33	0
30-31	1
28-29	0
26-27	1
<sup>a</sup> The total lapsed time for the remaining ten participants is not available.	

The average time taken to complete four problems was 42.9 minutes, with a range of 26 to 62 minutes and the median time of 44.25 minutes. Total time on these runs included some slight amount of machine downtime, and was apparently influenced, as would be expected, by the number of times the E, or comment, response was chosen and the length of the comments.

Individual response latencies have not been studied as yet.

#### SIBE as a Stimulant for Classroom Discussion

The immediate reaction of the instructor was that the discussion following SIBE surpassed discussions following other simulation techniques used in the course "Special Library Administration" in both quantity and quality. The discussion was taperecorded and careful replay of the tape confirmed this judgment. Although it is typical in this course that every student contributes to every discussion, the one following SIBE elicited more response from the usually quieter members of the class, several of whom were quite outspoken in defending their own SIBE choices.

As expected, the discussion focused on reasons for choice or rejection of offered actions and on actions suggested in the comment responses. Class members exhibited considerable interest in the number of students who had chosen each offered action. This information was available in the response data print-out and was given to the class, although they were at the same time reminded that there were no specifically right or wrong choices and the fact that the majority had made a certain choice did not necessarily mean it was the best possible choice. Throughout the discussion, choices selected by the students were examined in terms of the theory of administrative behavior. The entire student discussion was lively and varied. Although some students seemed reluctant to actually argue down other's points of view, most tried to make their own opinions heard.

Tapes of all class discussions are made routinely and several methods of analyzing them are being examined by the authors for their use in future study of simulation methodology.

#### Student Response to the SIBE Technique

As stated earlier, a questionnaire was used to determine the reaction of the SIBE participants to the technique. Since the CAI experience was conceived as a discussion stimulant and it was anticipated that much of the actual learning would take place during the discussion, the questionnaire was administered following the discussion. Because the discussion took place at the regularly scheduled class meeting following the CAI experience, there was an unavoidable lapse of four or five days between the CAI experience and the follow-up discussion and completion of the questionnaire. Since the original pilot group and four of the second group did not fill out the questionnaire, only twenty-four of the thirty-three participants in SIBE reacted in this mode. Tables 6 through 11 show the distribution of responses to the questions on the questionnaire.<sup>7</sup> Table 6 shows the distribution of responses to the open-ended question, "When I worked the CAI Sequential In-Basket Exercise, I felt . . .". Five students, 21% of the respondents to the questionnaire, did not respond to this question. Of the 19 who did, 67% expressed positive feelings such as "comfortable" or "excited." Only three individuals, 12% of the group, expressed feeling "some pressure" or "unsure."

TABLE 6. Distribution of Responses to Question 1,  
"When I worked the CAI Sequential In-Basket Exercise, I felt . . ."  
(N Students = 24)

Response	N	%
Interested	6	25
Excited	5	21
Involvement	3	13
Enjoyment	1	4
Comfortable	1	4
Some pressure	2	8
Unsure	1	4
No response	5	21
Total	24	100

In response to the question, "I feel I learned [a lot, some, very little, nothing] from this exercise," the distribution, shown in Table 7, indicated that most students *felt* they learned. Only one admitted to negative feelings.

<sup>7</sup>A complete copy of the questionnaire is in Appendix D.

**TABLE 7. Distribution of Responses to Question 2,  
"I feel I learned [a lot, some, very little, nothing]  
from this exercise."**

Response	N	%
A Lot	14	59
Some	9	37
Very little	0	0
Nothing	1	4
Total	24	100

Responses to the open-ended statement, "I feel I learned [a lot, some, very little, nothing] because ..." are shown in Table 8.

**TABLE 8. Distribution of Responses to Question 3,  
"I feel I learned ... because ..."  
(N Students = 24)**

Responses by Categories	N
<b>I learned about</b>	
Teletype	2
Computers	3
True situations	2
Decision-making	2
Life-like time pressures	1
Problem development and solution	1
<b>I learned that</b>	
Problems are not ended by one memo	1
Small situations can become big	1
There is a lack of pat answers	1
There is a need for quicker response	1
The full effect comes only after discussion/feedback	1
<b>I learned by</b>	
Observing consequences of decisions	4
Analysing decisions and reasons for them	2
Transferring procedures from problems to real life	1
<b>I did not learn because</b>	
Decisions weren't evaluated	1
Total	24



When asked what they considered the advantages of using a CAI Sequential In-Basket Exercise to be, eleven students, 46% of the group, mentioned immediate feedback. Table 9 lists the advantages named and shows the distribution of the responses.

**TABLE 9. List of CAI SIBE Advantages and Distribution of Responses to Question 4, "I think the advantage(s) of using a CAI Sequential In-Basket Exercise are . . ."**  
(N Students = 24)<sup>a</sup>

Responses	N
Immediate feedback	11
Pressure to "think on one's feet"	4
True-to-life situations	4
Alternate sequences available	4
Need to concentrate	3
Impersonal situation	2
Can't talk to others	1
Problems are in sequence	1
Can't see right answers	1
Unexpected happens	1
Shows results of wrong decisions	1
Individual attention	1
Method of self-teaching	1
Demonstrates decision-making process	1
Fun while learning	1
Interesting and new approach	1
<b>Total</b>	<b>38</b>
<sup>a</sup> Some students listed more than one advantage.	

Disadvantages of a CAI Sequential In-Basket from the participant's point of view were solicited in question 5. The responses are listed and the distribution is shown in Table 10.

**TABLE 10. List of CAI SIBE Disadvantages and Distribution of Responses to Question 5, "I think the disadvantage(s) of using a CAI Sequential In-Basket Exercise are . . ."**  
(N Students = 24)

Responses	N
Comment response (E) with unrelated memo following	5
Unfamiliar with equipment	2
Can't think long or consult	4
Computer too slow	4
Need personnel histories	1
Multiple choice limited	1
Noise	1
Decisions must be made without all necessary facts	1
None or No response	5
Total	24

The major disadvantage noted stems from the fact that so many of the participants chose the E, or comment, response. Because the authors had no way of knowing what would be said in a comment response, they tried to make the follow-up in-basket item something that could happen, but that was not predicated on any particular prior action. This proved difficult at best and completely illogical at worst. The number of students who indicated this as a disadvantage highlights the fact that in this one aspect of SIBE the authors still have a lot of work to do.

To test participant perception of purpose, the open-ended statement, "I think the purpose of the Sequential In-Basket Exercise is . . ." was included in the questionnaire. The results are in Table 11. Twelve participants, 50% of the group, clearly saw the relationship of SIBE to decision-making, although only one articulated the purpose of stimulating discussion. The one who perceived SIBE as a participant evaluation situation was clearly wrong because no evaluation of students was planned or attempted through this exercise.

**TABLE 11. Distribution of Responses to Question 9, "I think the purpose of the Sequential In-Basket Exercise is . . ."**  
(N Students = 24)

Responses	N
Instruction in decision-making	7
Show results of decisions	5
Practical experience	4
Research	3
Show types of problems	2

TABLE 11. Distribution of Responses to Question 9,  
 "I think the purpose of the Sequential In-Basket Exercise is . . ."  
 (N Students = 24) (Continued)

Responses	N
See the whole problem	2
Simulate administration situation	1
Instruction in problem-solving	1
Shorten time period	1
Stimulate discussion	1
Analyze individual approaches	1
Student evaluation	1
Individual instruction	1
Introduction to CAI	1
Total	31 <sup>a</sup>

<sup>a</sup>Some students listed more than one purpose.

### Conclusion

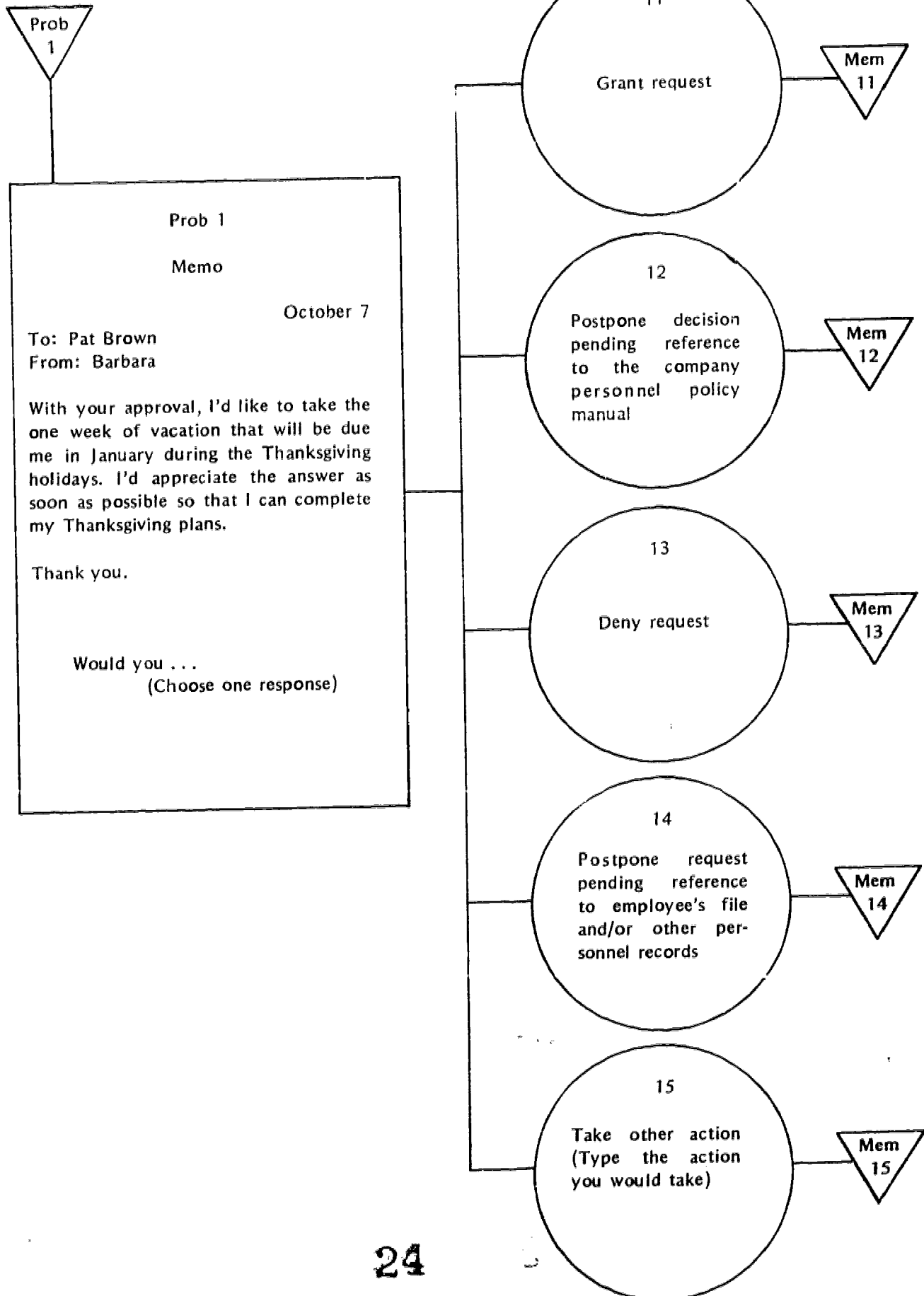
From this pilot project it can be clearly seen that answers to the four questions posed at the beginning of the study can be obtained. Library school students demonstrate considerable diversity in their individual decision choices and in the decision pathways they follow in their resolution of administrative problems. There is variation in the lapsed time they require to make their decisions. Though the relation of total lapsed time to the choice of the comment response seems obvious, true times were not available because of some machine downtime. The CAI SIBE clearly stimulates class discussion and some generalizations can be suggested as to the nature of the ensuing discussion. Finally, student participants react well to the CAI SIBE and perceive it as an advantageous learning situation for themselves. In short, SIBE appears to offer a viable method for experimental teaching in library administration (perhaps for other purposes also). The authors are now refining statistical designs and auxiliary research methodologies for such controlled experiments.

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## APPENDIX A

### Seminal Problem 1



Mem  
11

Mem 11  
Matheson Petroleum Company  
1109 Magnolia Way  
Houston, Texas

October 9

Pat Brown, Librarian  
Field Research Laboratory  
Double XYZ Company  
Houston, Texas

Dear Sir:

An employee of yours, Miss Barbara Main, has given your name as reference in applying for a job with us. We would appreciate a letter stating her qualifications and abilities and moral character.

Thank you.

Sincerely,

Alexander Grumlin  
Personnel Director

Would you ... (Choose one response)

1A

Send recommendation

Mem  
1A

1B

Call Barbara in for her explanation

Mem  
1B

1C

Ignore letter; do nothing

Mem  
1C

1D

Refer matter to  
Employee Relations  
Department

Mem  
1D

1E

Take other action  
(Type the action  
you would take)

Mem  
1E

25



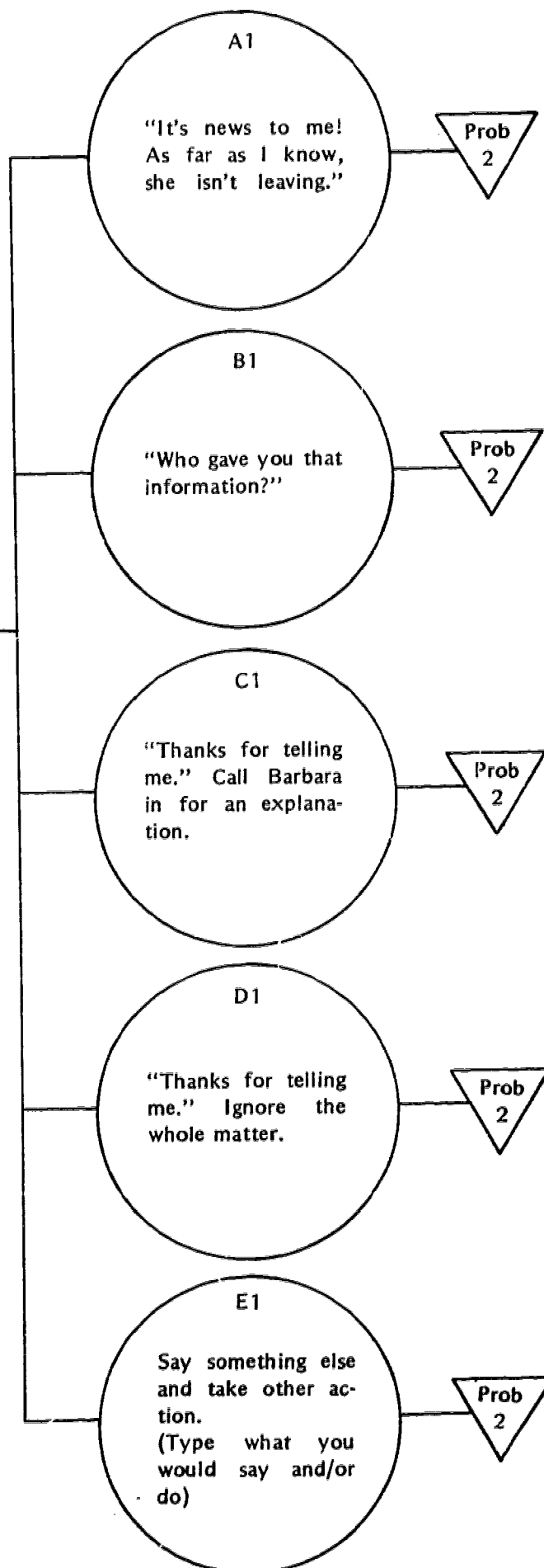
Mem  
1A

Mem 1A                      October 12

Phone call from Administrative Assistant to Director, FRLL

"I understand that Barbara Main, who works for you, is leaving to go to work for our competitor, Matheson Petroleum. How did this happen?"

Would you say . . .  
(Choose one response)



Mem  
1B

Mem 1B

October 12

To: Pat Brown  
From: Director, FRL

Barbara Main has registered a complaint  
with me that you are infringing on her  
private affairs. I'd like to hear your side  
of the story.

Would you ...  
(Choose one response)

F1

Call Barbara in  
again

Prob  
2

G1

Ignore memo

Prob  
2

H1

Send a bad letter of  
recommendation

Prob  
2

I1

Tell the Director  
about the letter  
from Matheson Pe-  
troleum

Prob  
2

J1

Take other action  
(Type the action  
you would take)

Prob  
2

27

Mem 1C

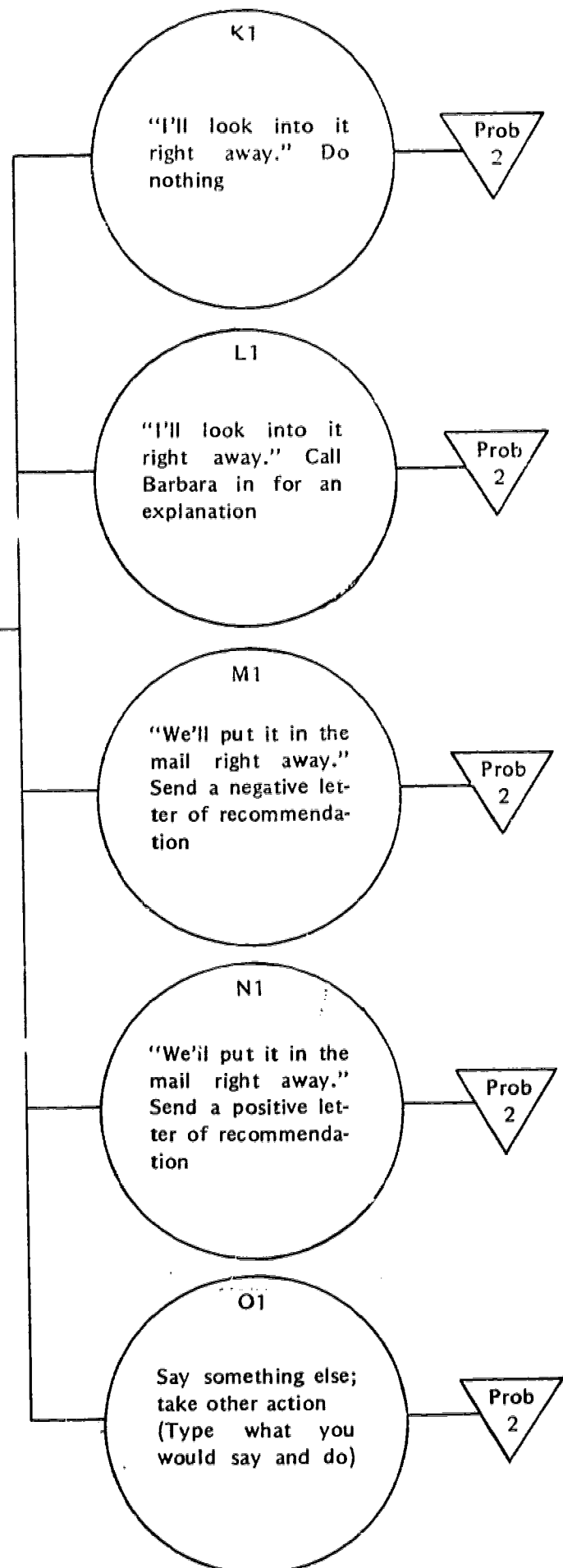
October 16

Phone call from Personnel Director,  
Matheson Petroleum

"Some time ago we asked for a letter  
of recommendation for your employee,  
Barbara Main, We haven't received any-  
thing from you and would appreciate it  
very much if you could send one as  
soon as possible. We would like her  
effective date of employment to be  
November 2."

Would you say ...

(Choose one response)



Mem  
1D

Mem 1D  
October 16  
Memo  
To: Pat Brown  
From: Barbara  
Last week you gave me permission to take my vacation early. Then I was called into Employee Relations on another matter and told I couldn't have my vacation till January. I would appreciate it if you would tell them that you said I could since they didn't seem to believe me. Thanks.  
Would you ...  
(Choose one response)

P1  
Call Barbara in for an explanation of the "other matter."

Prob  
2

Q1  
Ignore her memo; do nothing

Prob  
2

R1  
Call Employee Relations and tell them you gave her permission

Prob  
2

S1  
Ignore her memo; send negative letter of recommendation

Prob  
2

T1  
Take other action (Type the action you would take)

Prob  
2

29

Mem  
1E

Mem 1E

October 12

Phone Call from Administrative Assistant to Director, FRL

"I understand that Barbara Main, who works in your department, is leaving to go to work for our competitor, Matheson Petroleum. Do you know anything about this?"

Would you say ...

(Choose one response)

U1

"It's news to me!  
As far as I know,  
she isn't leaving."

Prob  
2

V1

"Who gave you that  
information?"

Prob  
2

W1

"Thanks for telling  
me." Call Barbara  
in for an explanation

Prob  
2

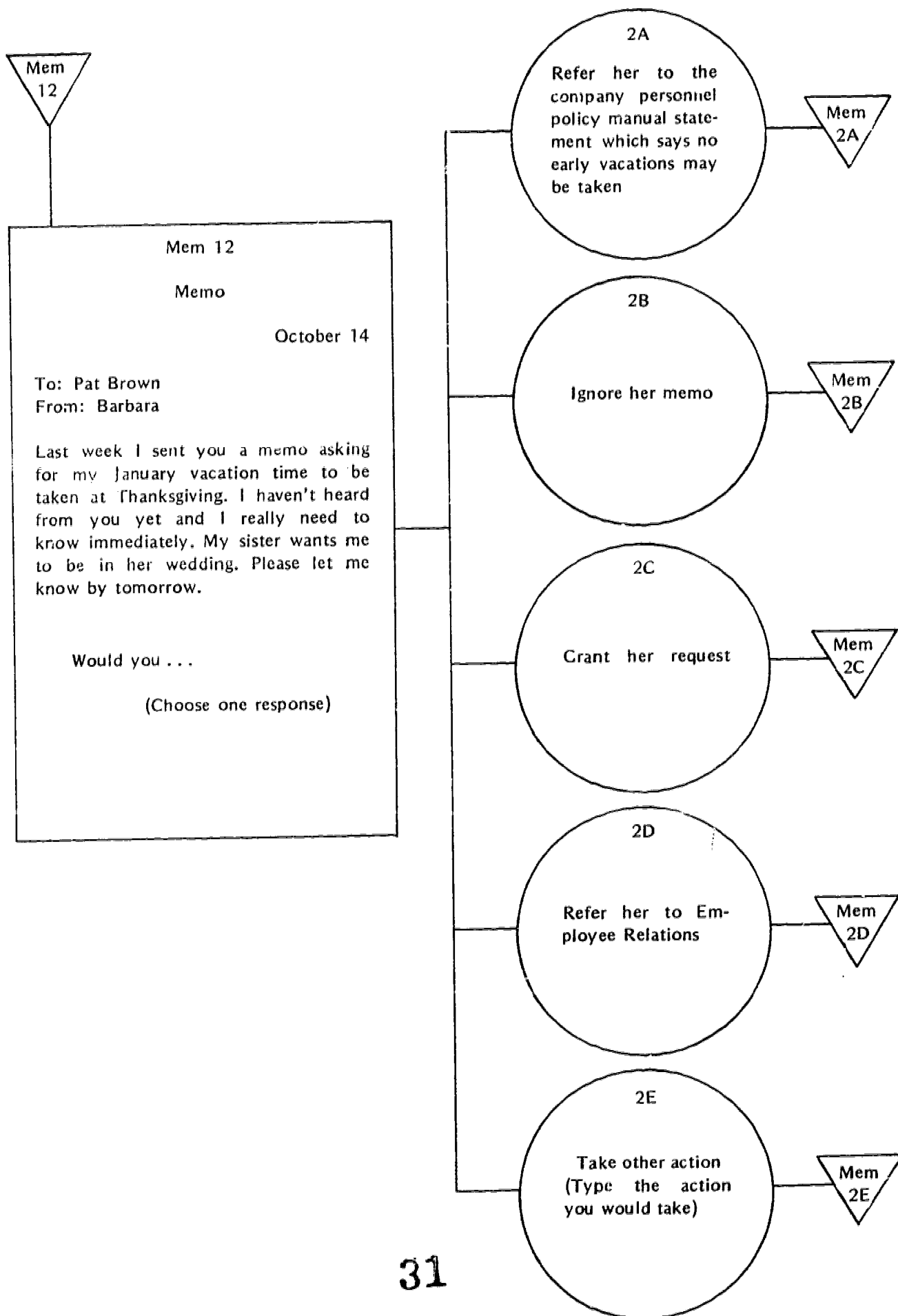
X1

"Thanks for telling  
me." Ignore the entire  
matter

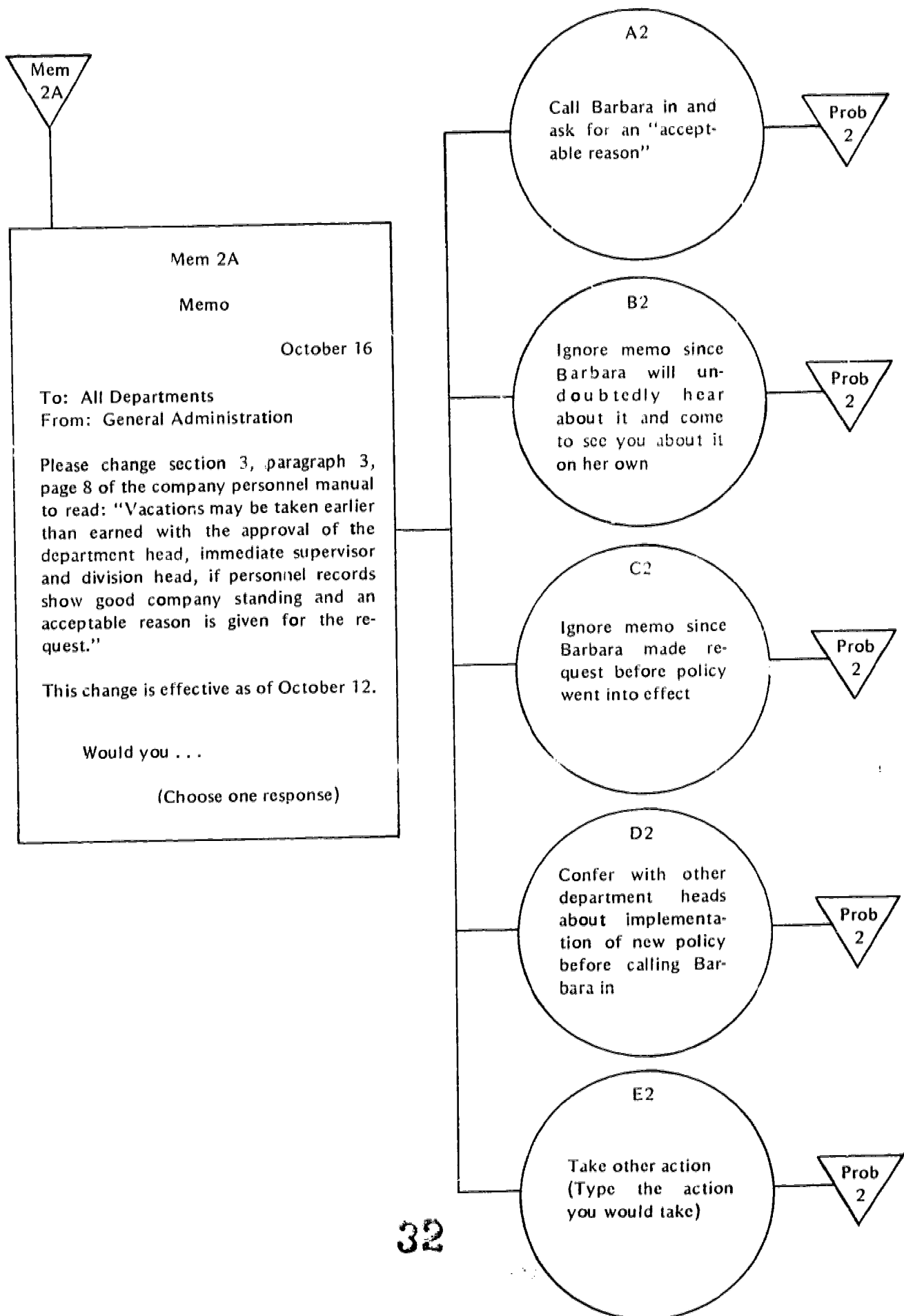
Prob  
2

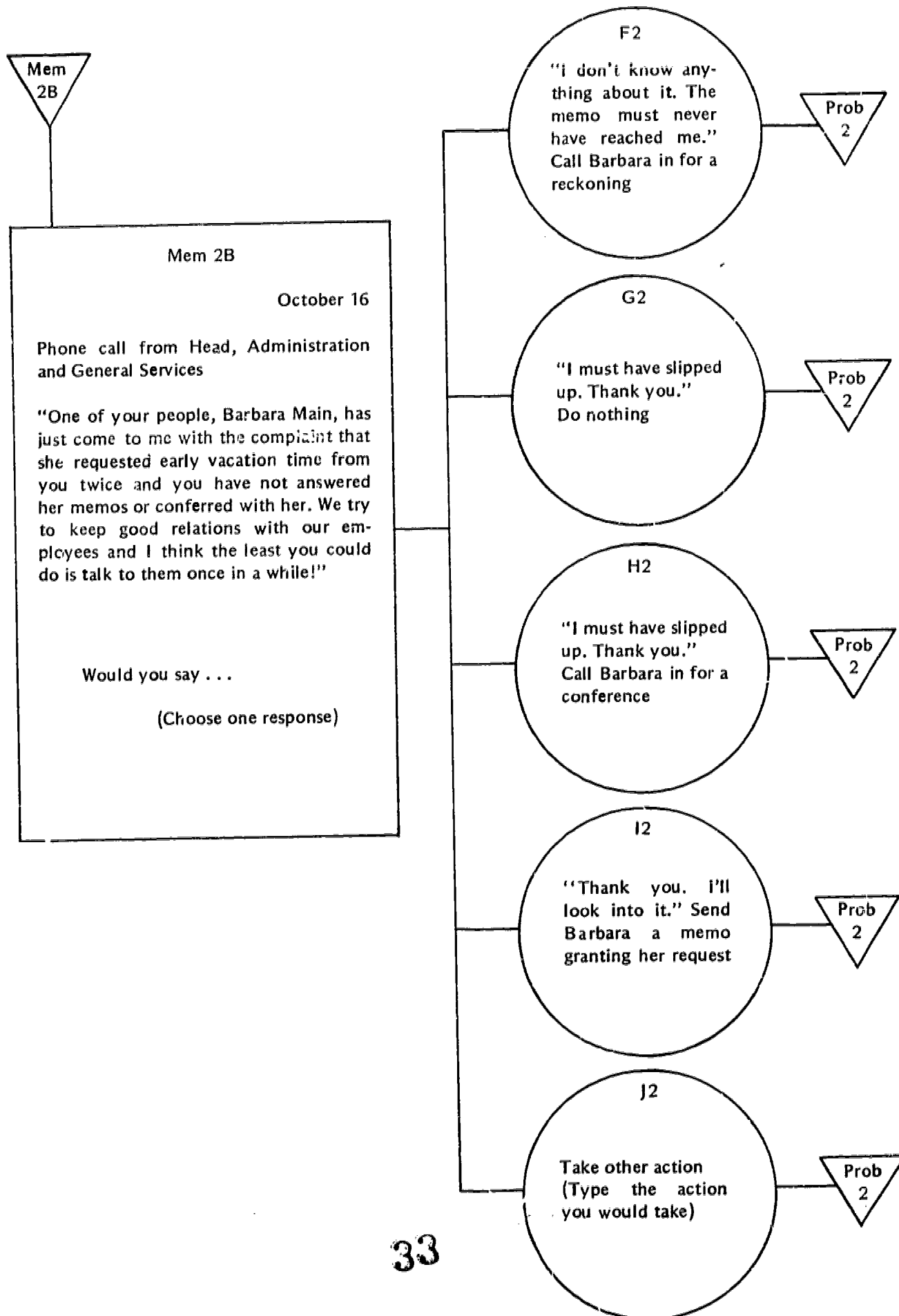
Say something else  
and take other action.  
(Type what you  
would say and/or  
do.)

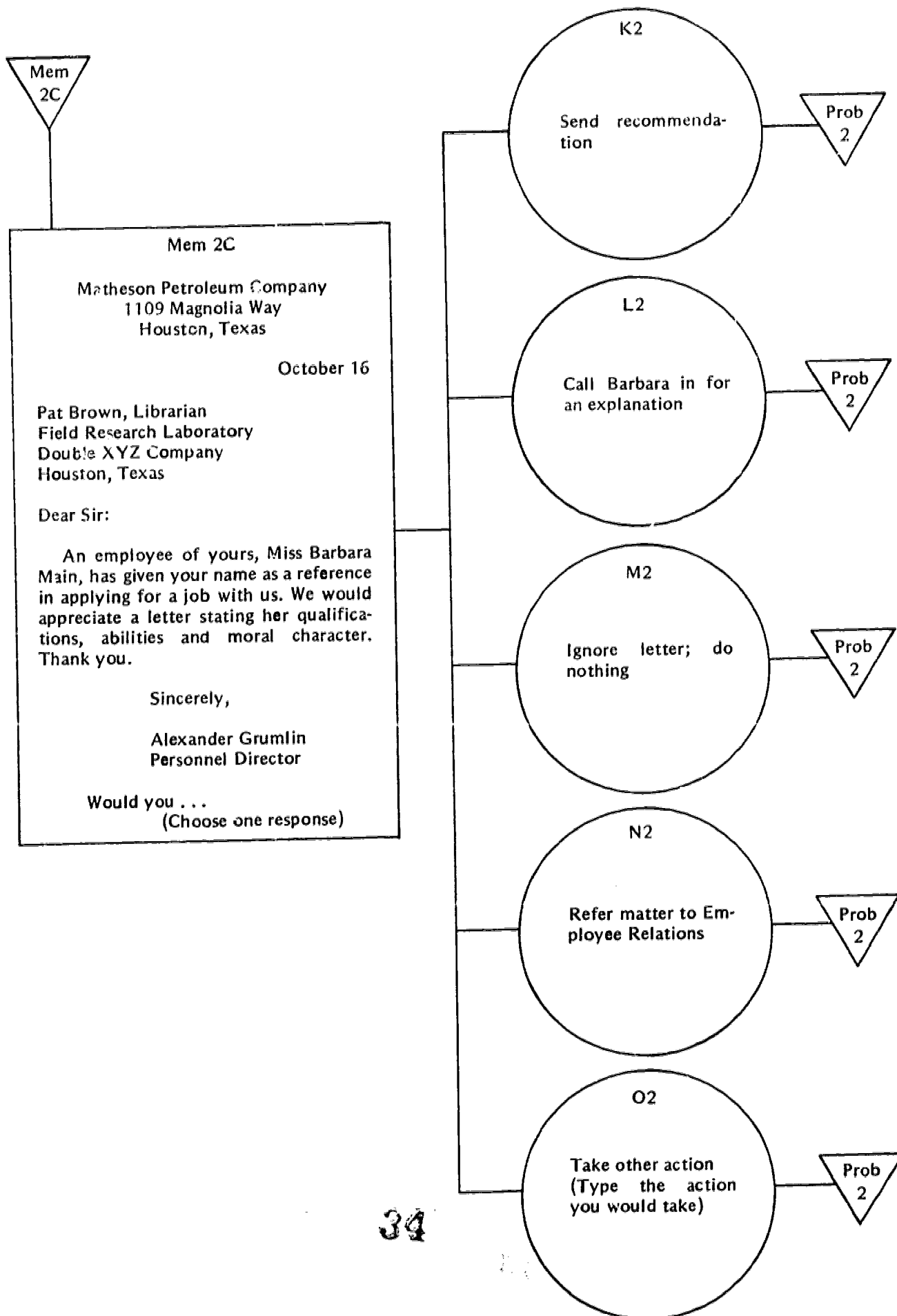
Prob  
2



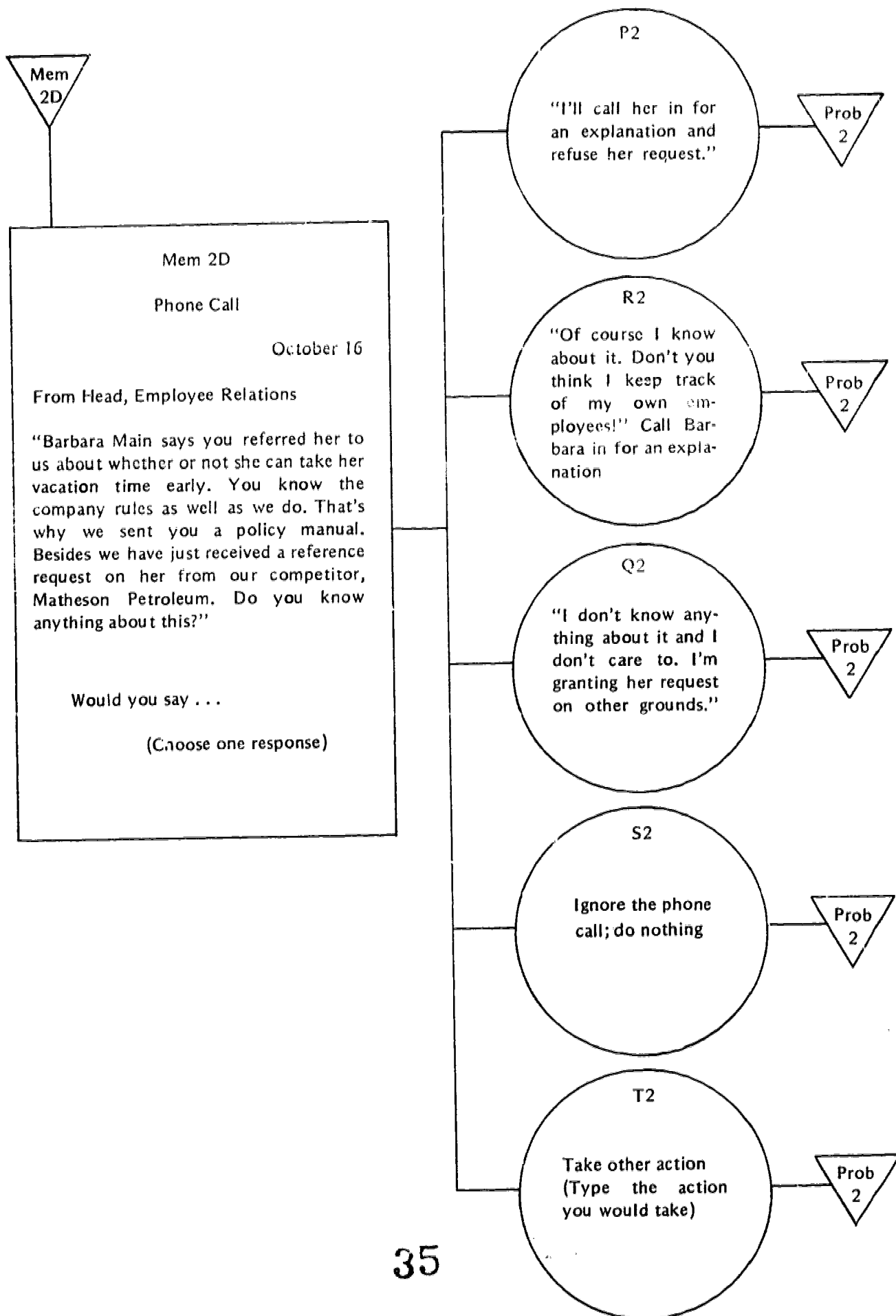


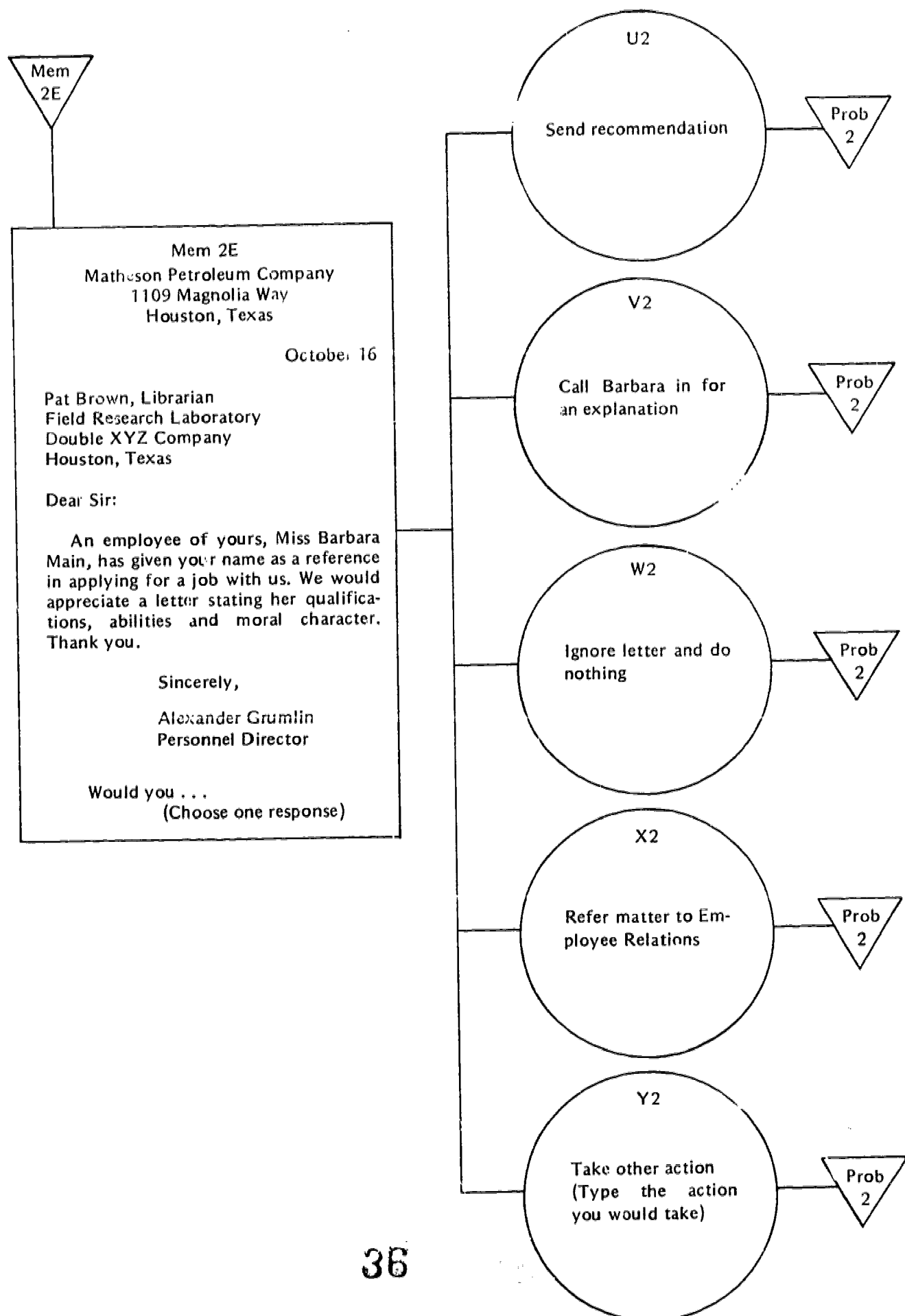


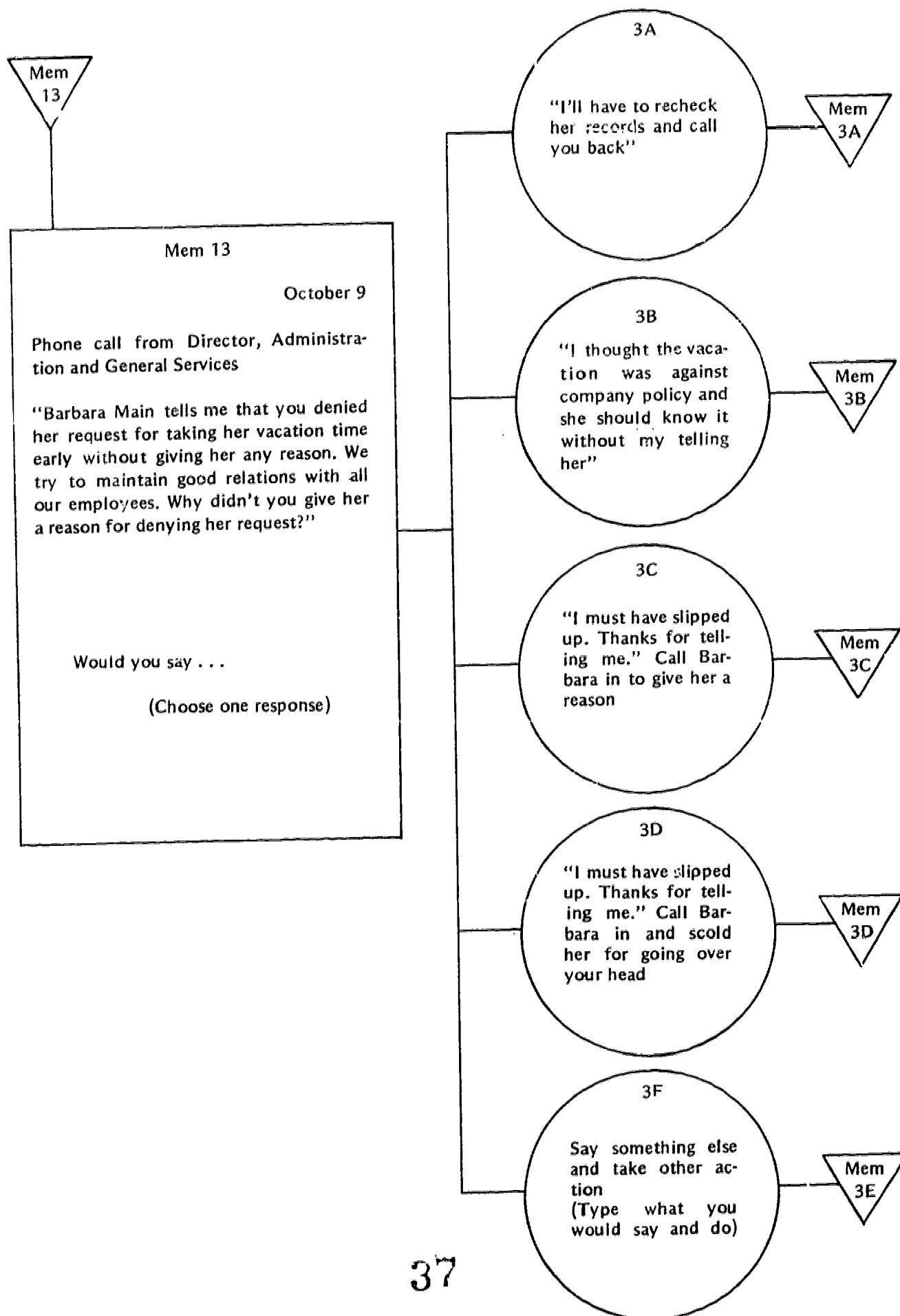




34







Mem  
3A

Mem 3A

Matheson Petroleum Company  
1109 Magnolia Way  
Houston, Texas

October 14

Pat Brown, Librarian  
Field Research Laboratory  
Double XYZ Company  
Houston, Texas

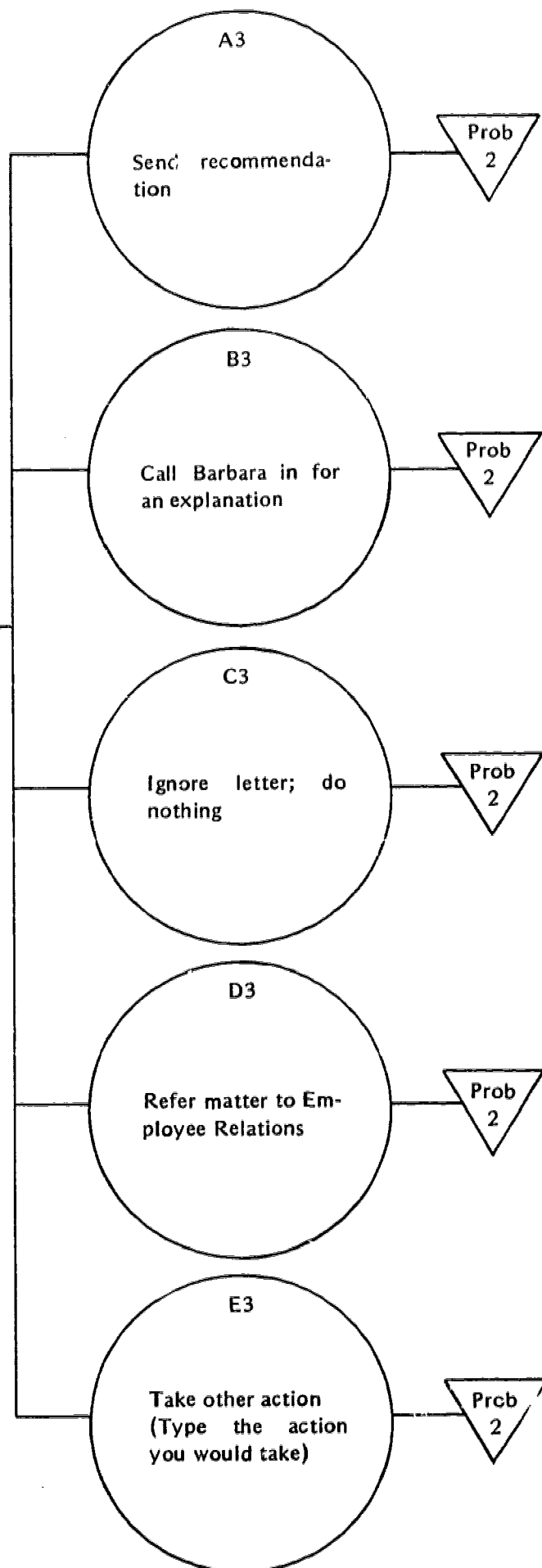
Dear Sir:

An employee of yours, Miss Barbara Main, has given your name as a reference in applying for a job with us. We would appreciate a letter stating her qualifications, abilities and moral character. Thank you.

Sincerely,  
Alexander Grumlin  
Personnel Director

Would you ...

(Choose one response)





Mem  
3B

Mem 3B

Memo

October 16

To: All Departments

From: Administration and General Services

Please change section 3, paragraph 5, page 8 of the company personnel manual to read: "Vacations may be taken earlier than earned with the approval of the department head, immediate supervisor and division head, if personnel records show good company standing and an acceptable reason is given for the request." This change is effective as of October 12.

Would you ...

(Choose one response)

F3

Call Barbara in and ask for an "acceptable reason"

Prob  
2

G3

Ignore memo since Barbara will hear about it and come to see you on her own

Prob  
2

H3

Ignore memo since Barbara made request before policy went into effect

Prob  
2

I3

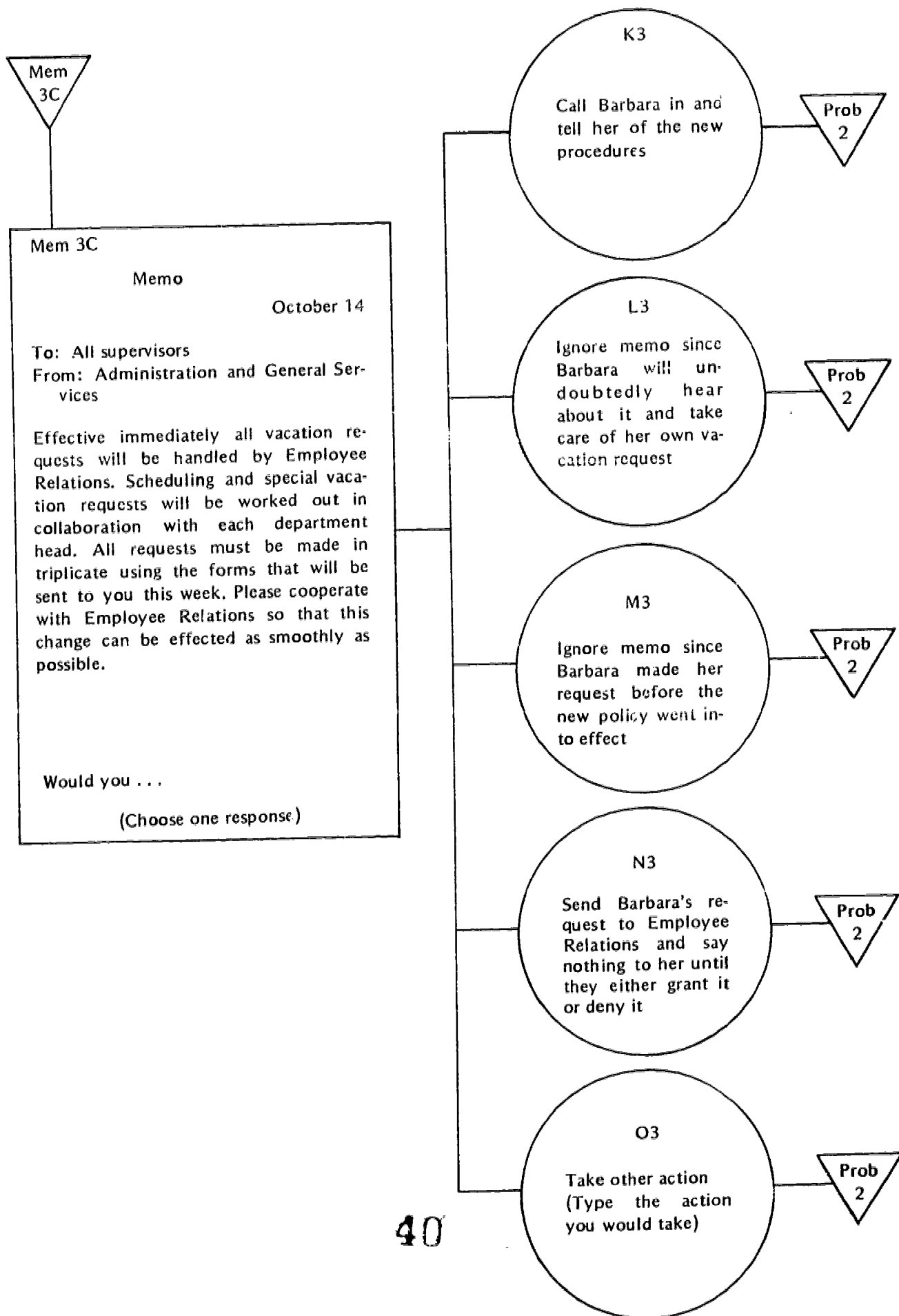
Confer with the other department heads about implementation before calling Barbara in

Prob  
2

J3

Take other action  
(Type the action you would take)

Prob  
2



40

Mem  
3D

Mem 3D

October 12

Phone call

From: Director, Administration and  
General Services

"Barbara Main came by today and told  
me you chewed her out for coming to  
see me the other day. I thought you said  
you would straighten it out. Now I  
understand she is considering going over  
to our competitor, Matheson Petroleum,  
because of your treatment. What are you  
going to do about all this?"

Would you say . . .

(Choose one response)

P3

"I don't know any-  
thing about it." Do  
nothing

Prob  
2

Q3

"I don't know the  
full story but will  
let you know." Call  
Barbara in to con-  
front her.

Prob  
2

R3

"I'll have to come  
by for a conference  
about this matter."

Prob  
2

S3

"I will bring Barbara  
and we'll have this  
out in your office."

Prob  
2

T3

Say something else  
and take other ac-  
tion  
(Type what you  
would say and do)

Prob  
2

41

Mem  
3E

Mem 3E

Matheson Petroleum Company  
1109 Magnolia Way  
Houston, Texas

October 16

Pat Brown, Librarian  
Field Research Laboratory  
Double XYZ Company  
Houston, Texas

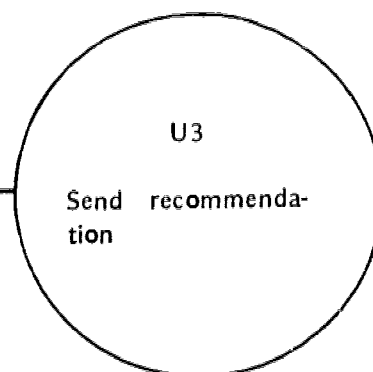
Dear Sir:

An employee of yours, Miss Barbara Main, has given your name as a reference in applying for a job with us. We would appreciate a letter stating her qualification, abilities and moral character. Thank you.

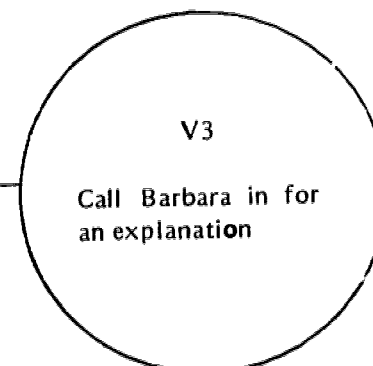
Sincerely,

Alexander Grumlin  
Personnel Director

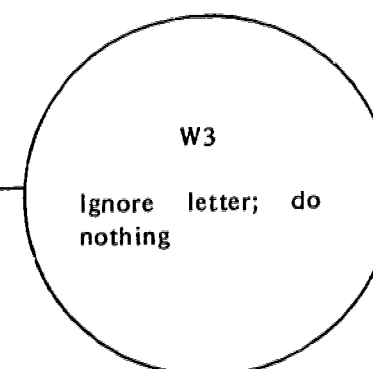
Would you ...  
(Choose one response)



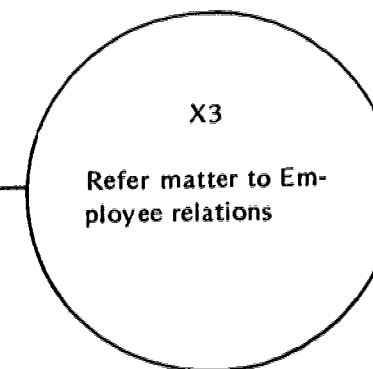
Prob  
2



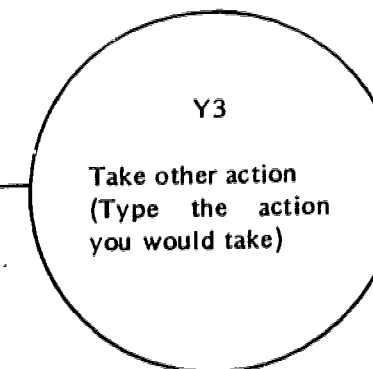
Prob  
2



Prob  
2



Prob  
2



Prob  
2

Mem  
14

Mem 14

Memo

October 16

To: Pat Brown  
From: Barbara

Last week I sent you a memo asking for my January vacation time to be taken at Thanksgiving. I haven't heard from you yet and I really need to know immediately. My sister wants me to be in her wedding. Please let me know by tomorrow.

Would you . . .

(Choose one response)

4A

Put her off again  
until you have time  
to study her records

Mem  
4A

4B

Ignore her memo

Mem  
4B

4C

Grant her request

Mem  
4C

4D

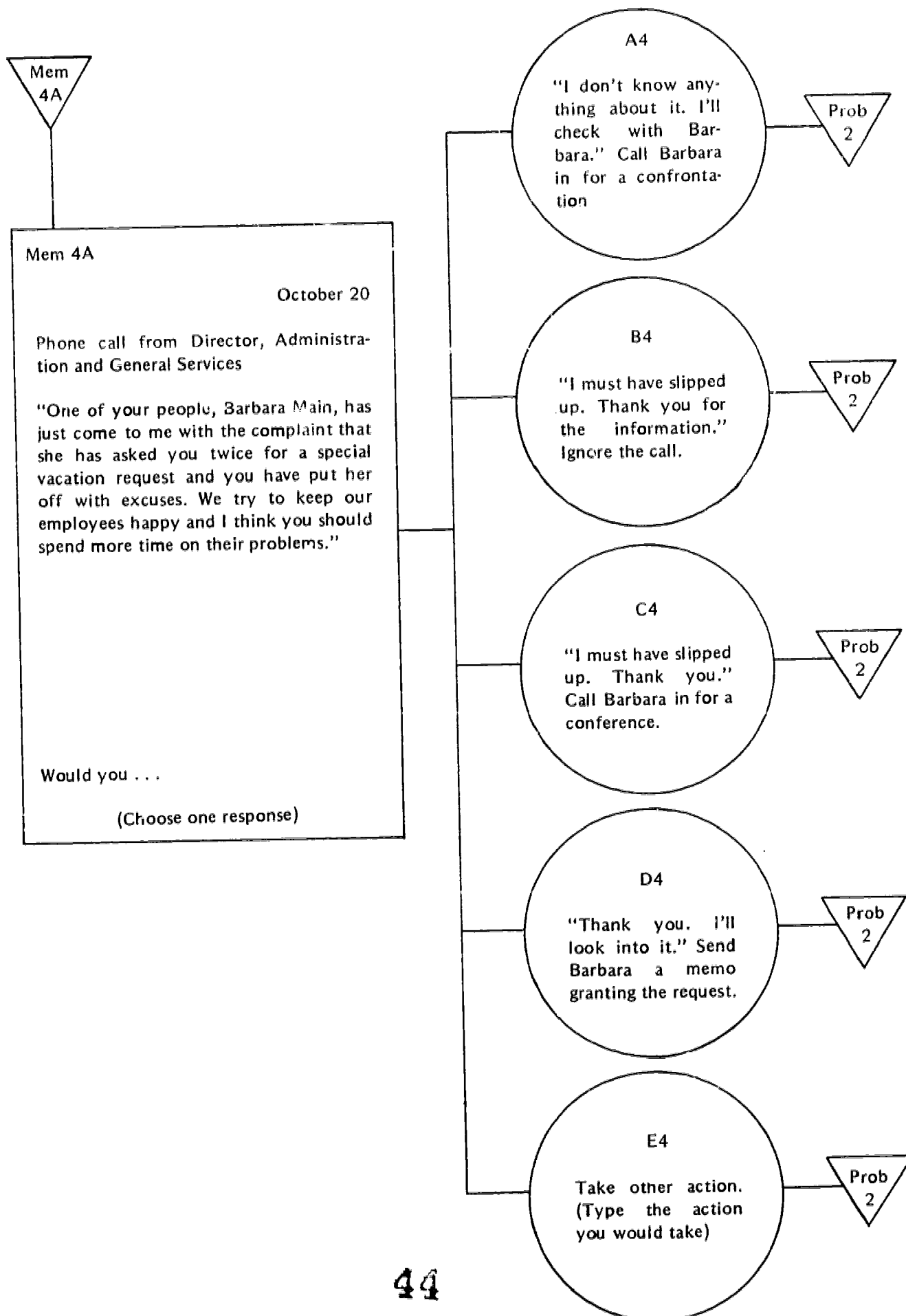
Refuse her request  
since you don't  
want to begin giving  
special favors

Mem  
4D

4E

Take other action  
(Type the action  
you would take)

Mem  
4E



Mem  
4B

Mem 4B

October 20

Phone call from Director, Administration and General Services

"One of your people, Barbara Main, has just come to me with the complaint that she requested early vacation time from you twice and you have not answered her memos or conferred with her. We try to keep good relations with our employees and I think the least you could do is talk to them once in a while."

Would you ...

(Choose one response)

F4

"I don't know anything about it. The memos must not have reached me." Call Barbara in for a reckoning

Prob  
2

G4

"I must have slipped up. Thank you." Do nothing

Prob  
2

I4

"I must have slipped up. Thank you for telling me." Call Barbara in for a conference

Prob  
2

L4

"Thank you for looking into it." Send Barbara a memo granting her request

Prob  
2

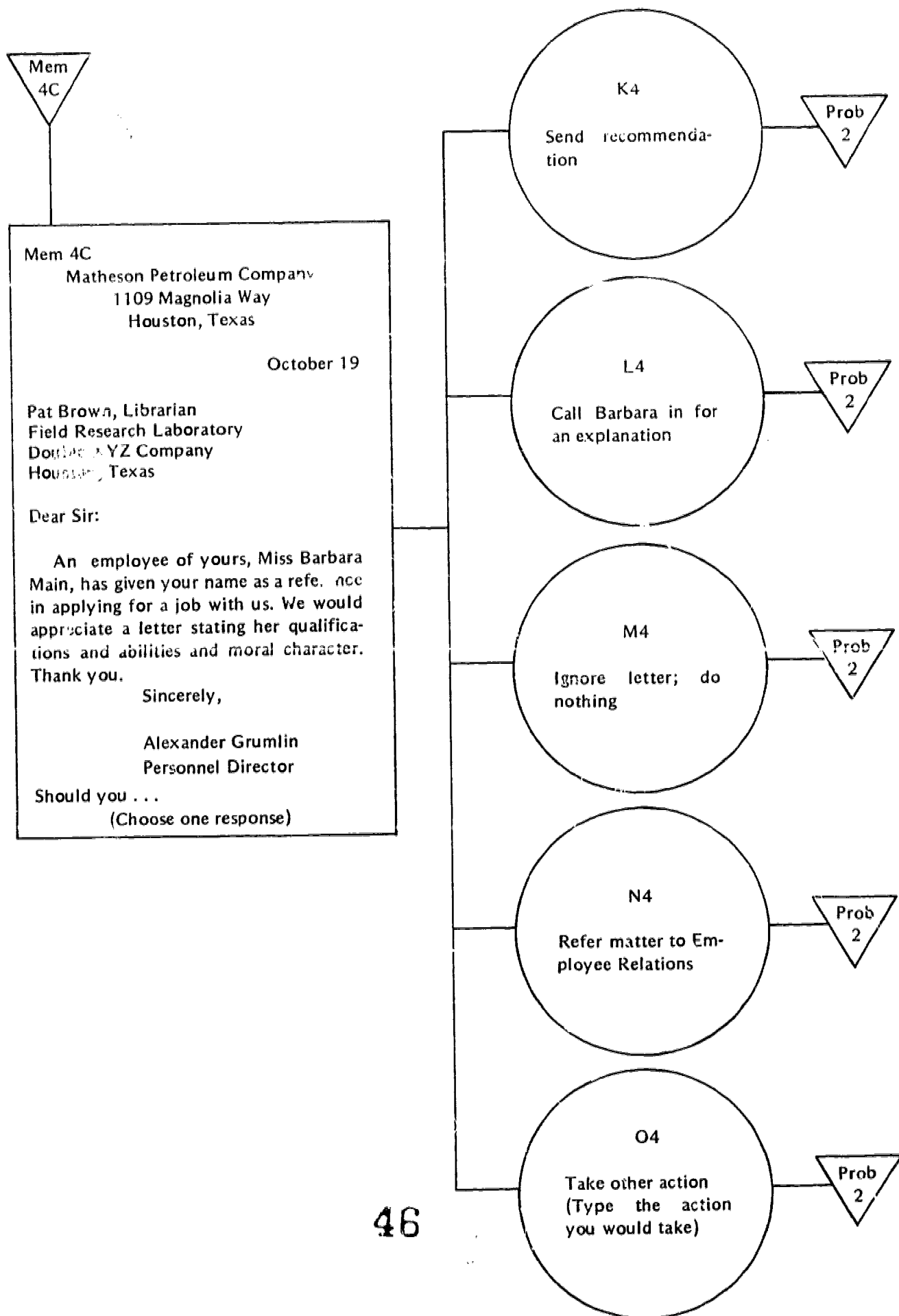
J4

Take other action  
(Type the action you would take)

Prob  
2

45





Mem  
4D

Mem 4D

Memo

October 20

To: All supervisors

From: Administration and General Services

So that our Christmas vacation scheduling will not take too many employees out during December and January, we are asking that employees whose vacations come during these months take them in November if possible. Please ask your people to reschedule their vacations as soon as they can.

Would you . . .  
(Choose one response)

P4

Call Barbara in and grant her request after all, citing the new policy

Prob  
2

Q4

Ignore memo and tell Barbara nothing as she will undoubtedly hear about it on her own

Prob  
2

R4

Ignore memo since you never reverse a decision and don't want Barbara to think you can't make up your mind

Prob  
2

S4

Ignore memo since Barbara made the request before the new policy was announced

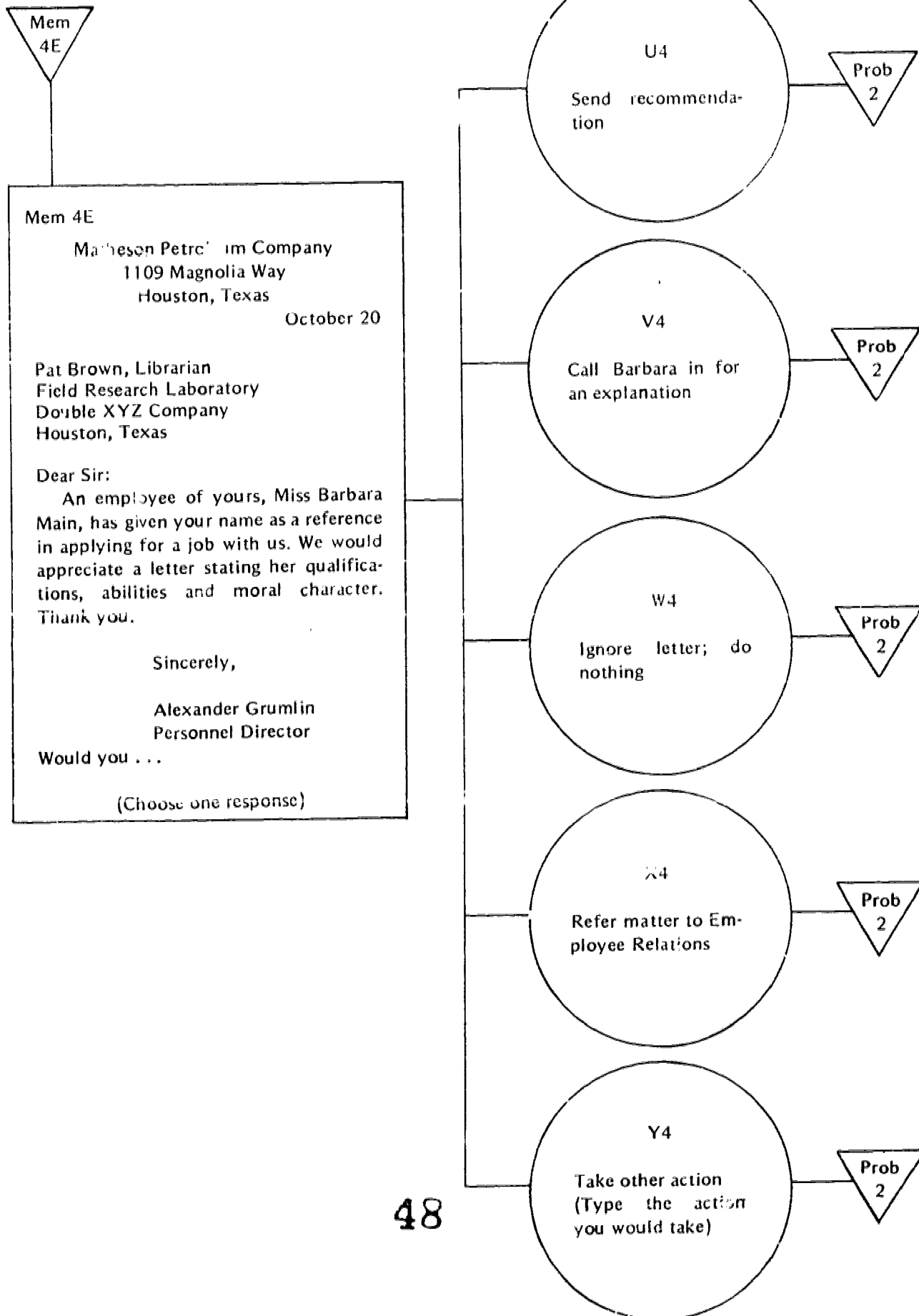
Prob  
2

T4

Take other action  
(Type the action you would take)

Prob  
2

47



Mem  
15

Mem15  
Matheson Petroleum Company  
1109 Magnolia Way  
Houston, Texas  
October 9

Pat Brown, Librarian  
Field Research Laboratory  
Double XYZ Company  
Houston, Texas

Dear Sir:

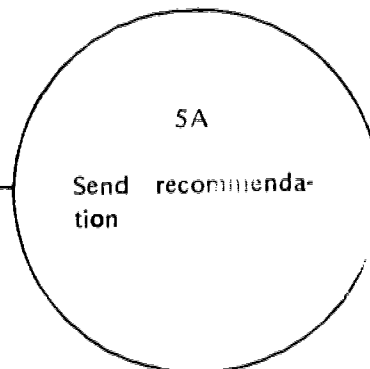
An employee of yours, Miss Barbara Main, has given your name as reference in applying for a job with us. We would appreciate a letter stating her qualifications, abilities and moral character.

Thank you.

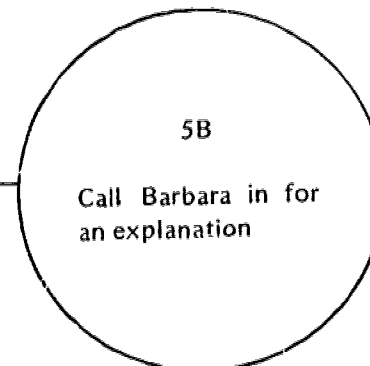
Sincerely,

Alexander Grumlin  
Personnel Director

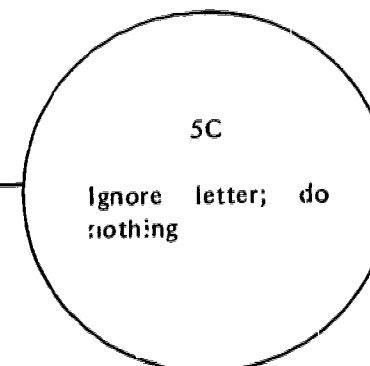
Would you . . .  
(Choose one response)



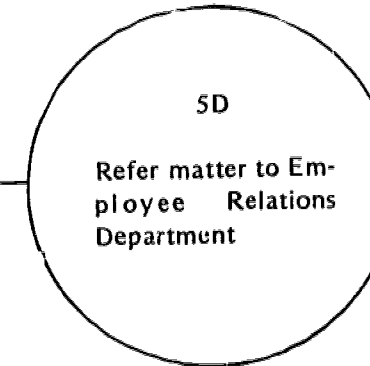
Mem  
5A



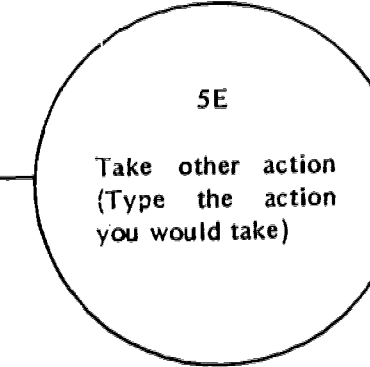
Mem  
5B



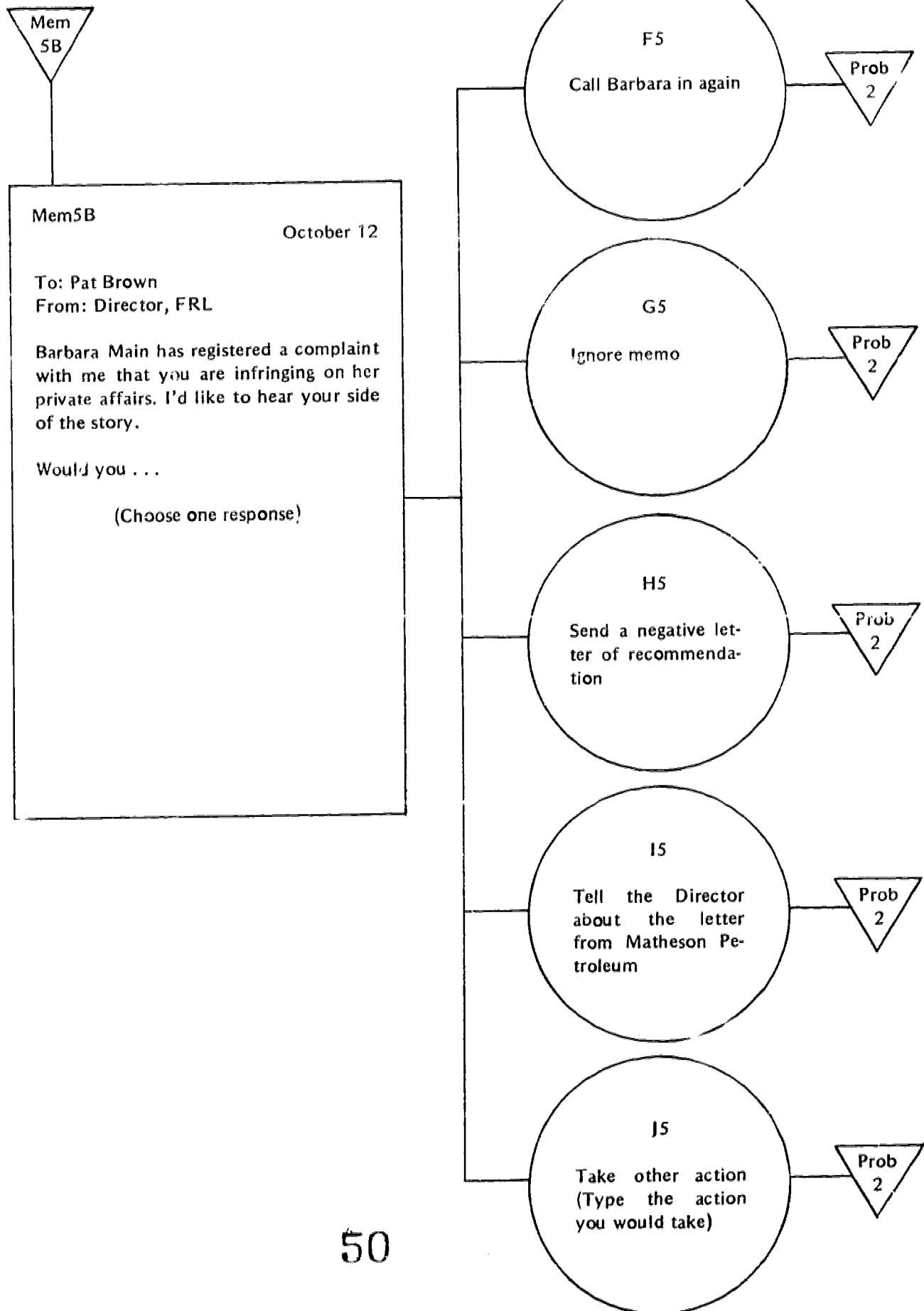
Mem  
5C

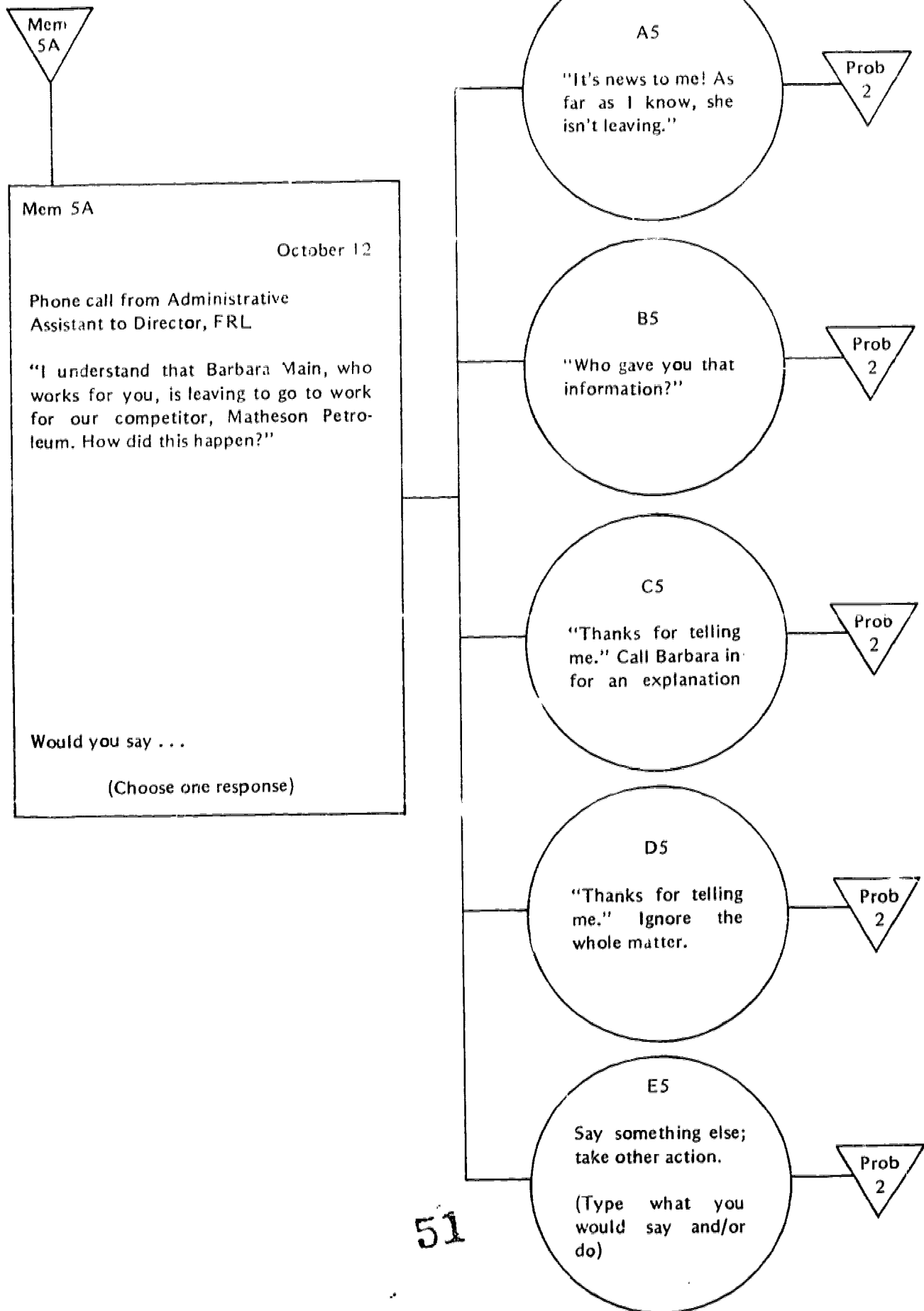


Mem  
5D



Mem  
5E





Mem  
5C

Mem 5C

October 16

Phone call from Personnel Director,  
Matheson Petroleum

"Some time ago we asked for a letter of  
recommendation for your employee Bar-  
bara Main. We haven't received anything  
from you and would appreciate it very  
much if you could send one as soon as  
possible. We would like her effective  
date of employment to be November 2."

Would you . . .

(Choose one response)

K5  
"I'll look into it  
right away." Do  
nothing

Prob  
2

L5  
"I'll look into it  
right away." Call  
Barbara in for an  
planation

Prob  
2

M5  
"We'll put it in the  
mail right away."  
Send a negative let-  
ter of recommenda-  
tion

Prob  
2

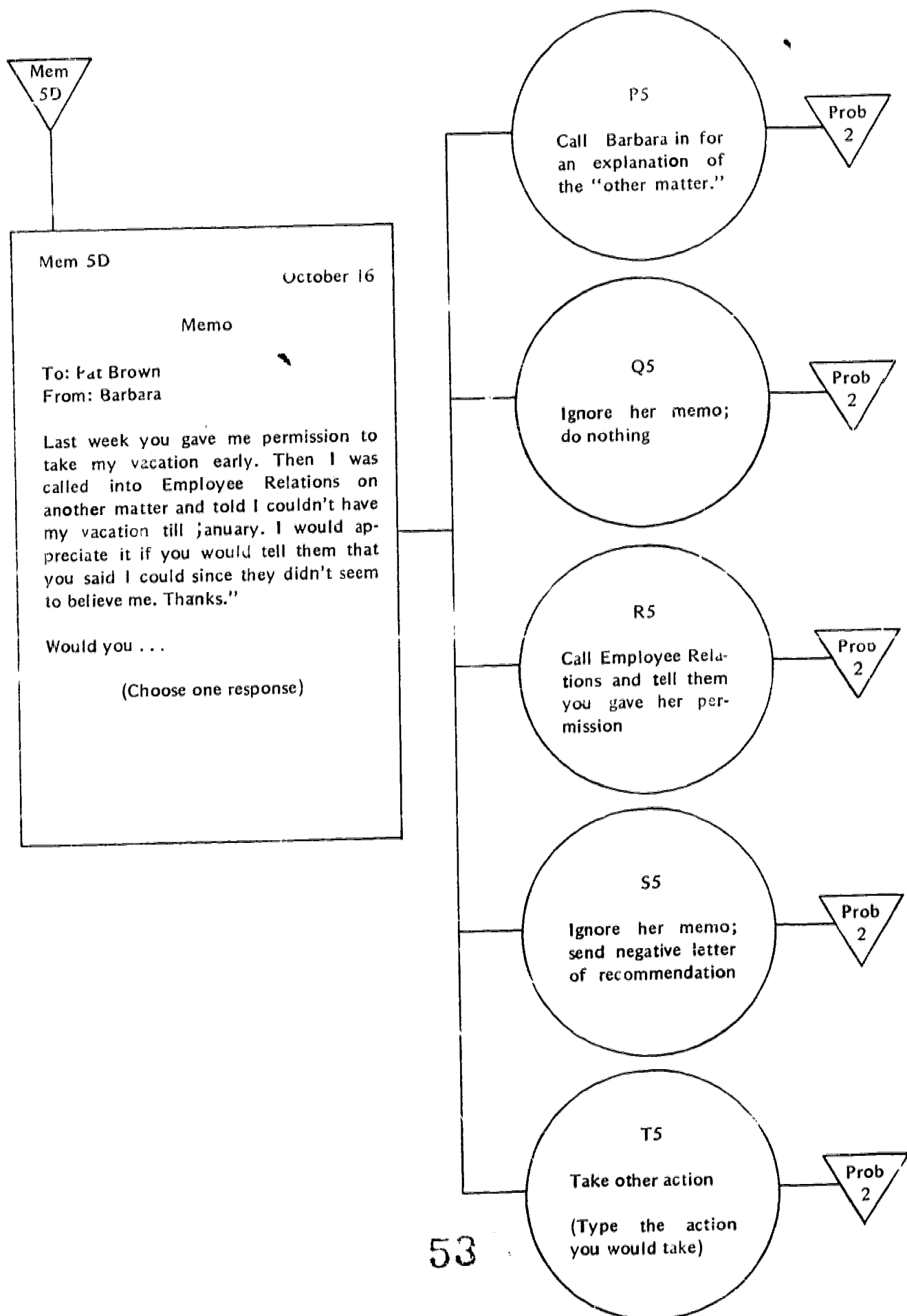
N5  
"We'll put it in the  
mail right away."  
Send a positive let-  
ter of recommenda-  
tion

Prob  
2

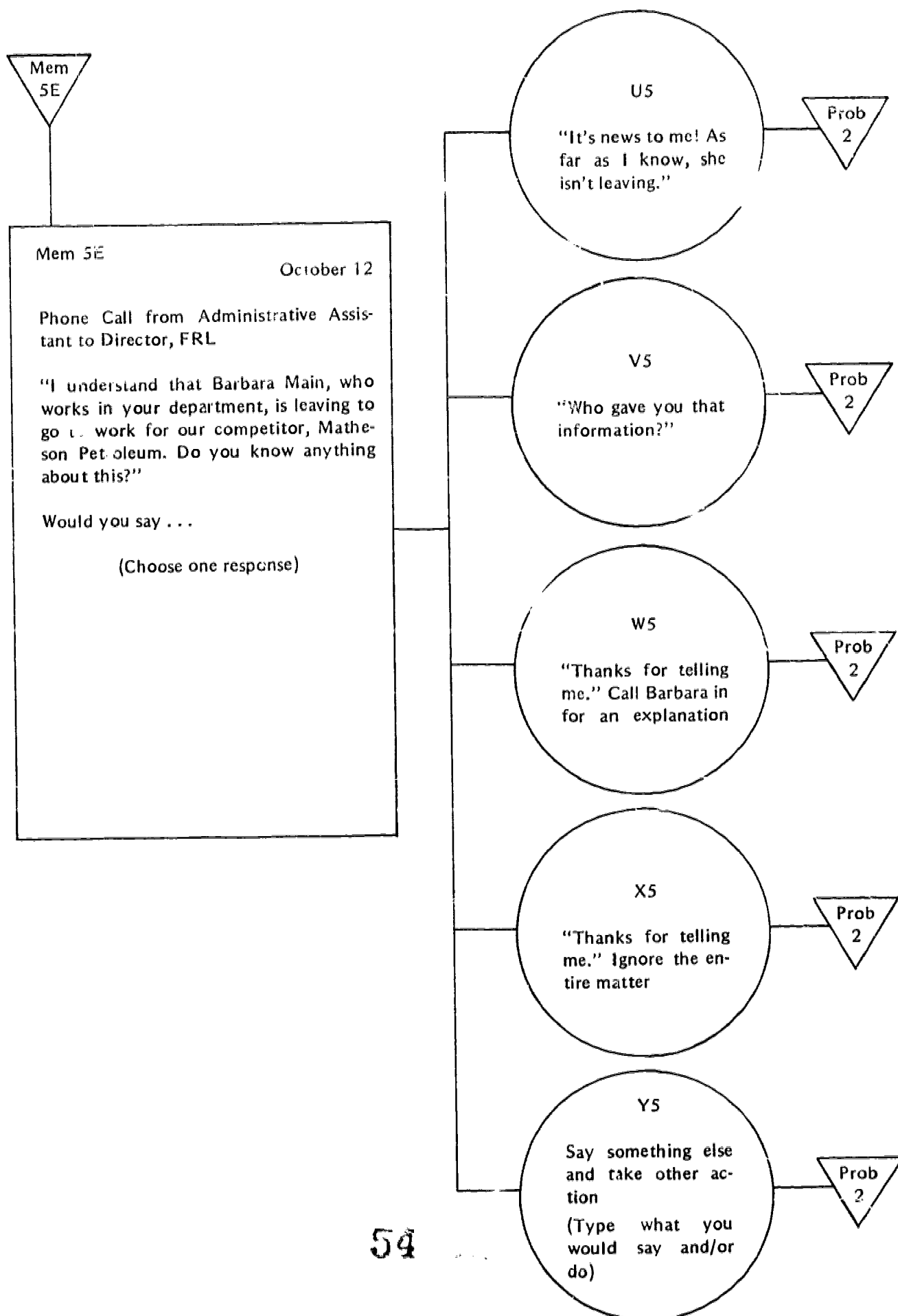
O5  
Say something else;  
take other action  
(Type what you  
would say and/or  
do)

Prob  
2



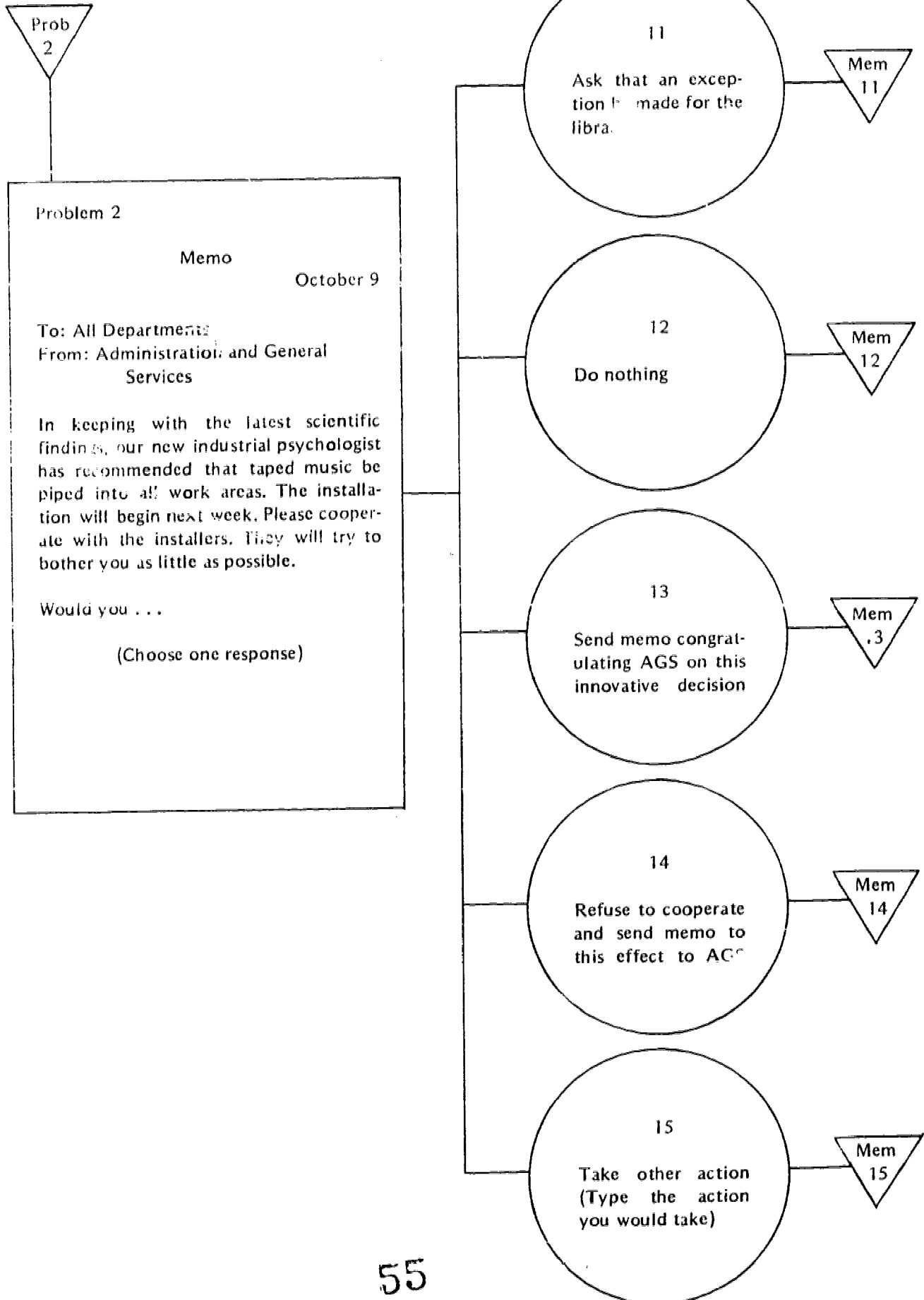


53



54

Seminal Problem 2



Mem  
11

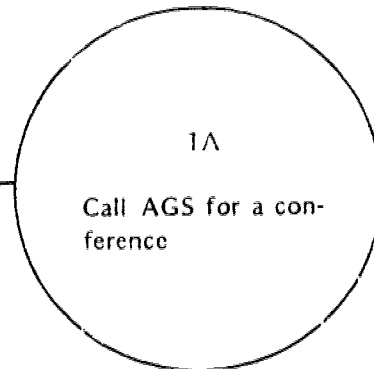
Mem 11

October 12

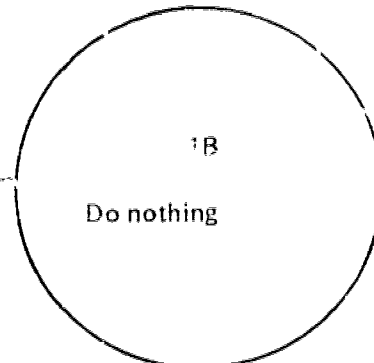
To: All Departments  
From: Administration and General  
Services

Some departments have asked that they not be included in the piped music hookup. We would like to impress on you the nature of this installation—that is—to increase efficiency and work production. Since this system has proven itself after rigorous scientific trials, we feel that it is in the best interests of each department to cooperate with the project regardless of present feelings toward it. We believe use will bear out its effectiveness.

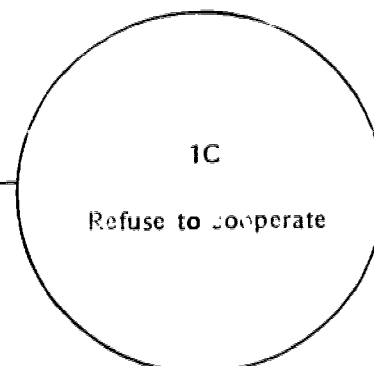
Would you . . .  
(Choose one response)



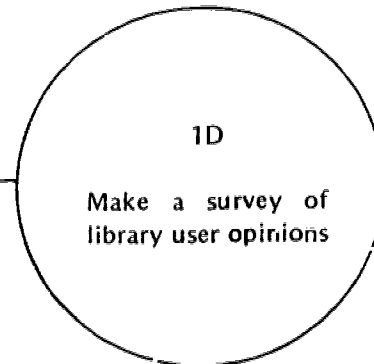
Mem  
1A



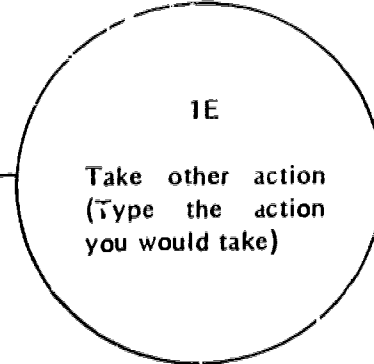
Mem  
1B



Mem  
1C



Mem  
1D



Mem  
1E

Mem  
1A

Mem 1A

October 13

Phone call from Head, Administration  
and General Services to Head, FRLI

"We appreciate your concern about  
having music in the library, but Dr.  
Jassel, our industrial psychologist, tells  
us that it will improve library use and aid  
in concentration. We've decided to make  
no exception in this case. We feel you  
will be quite pleased with the results  
once you adjust to the system."

Would you say . . .

(Choose one response)

A1

"If you put that  
music in the library,  
I'll hand in my resig-  
nation."

Prob  
3

B1

"Well, I thought I'd  
try anyway. But I'm  
still against it."

Prob  
3

C1

"OK, if you say so.  
You've convinced  
me."

Prob  
3

D1

"I want to see the  
research results that  
prove music is con-  
ducive to concentra-  
tion in a library."

Prob  
3

E1

Say something else;  
take other action  
(Type what you  
would say or what  
action you would  
take)

Prob  
3

57

Mem  
2D

Mem 2D

November 23

Phone Call from Erlene

"I understand you have been checking up on me. I'll thank you to keep out of my affairs. I've been head bookkeeper for over 14 years and have never made a mistake yet."

Would you say . . .  
(Choose one response)

P2

"I don't know what you're talking about."

Q2

"Well, a check is missing and it's as likely to be your fault as anyone else's."

R2

"I only wanted to be sure a bill was paid. You have it all wrong."

S2

"Why don't you call me back when you can talk calmly so we can discuss the matter."

T2

Say something else:  
take other action.  
(Type what you would say or what action you would take)

Mem  
2E

Mem 2E

November 24

Phone Call from Accounting

"Guess what we found behind the outgoing mail table when we pulled it away from the wall today—the check that was supposed to go to Western Periodicals! We'll send another one to them airmail."

Would you say . . .  
(Choose one response)

U2

"How do you expect me to run a library when you people are so careless! I'm reporting this to the front office."

V2

"Well, at least that mystery is solved!"  
Call Western Periodicals and apologize.

W2

"Well, at least that mystery is solved!"  
Write Western Periodicals a letter of apology.

X2

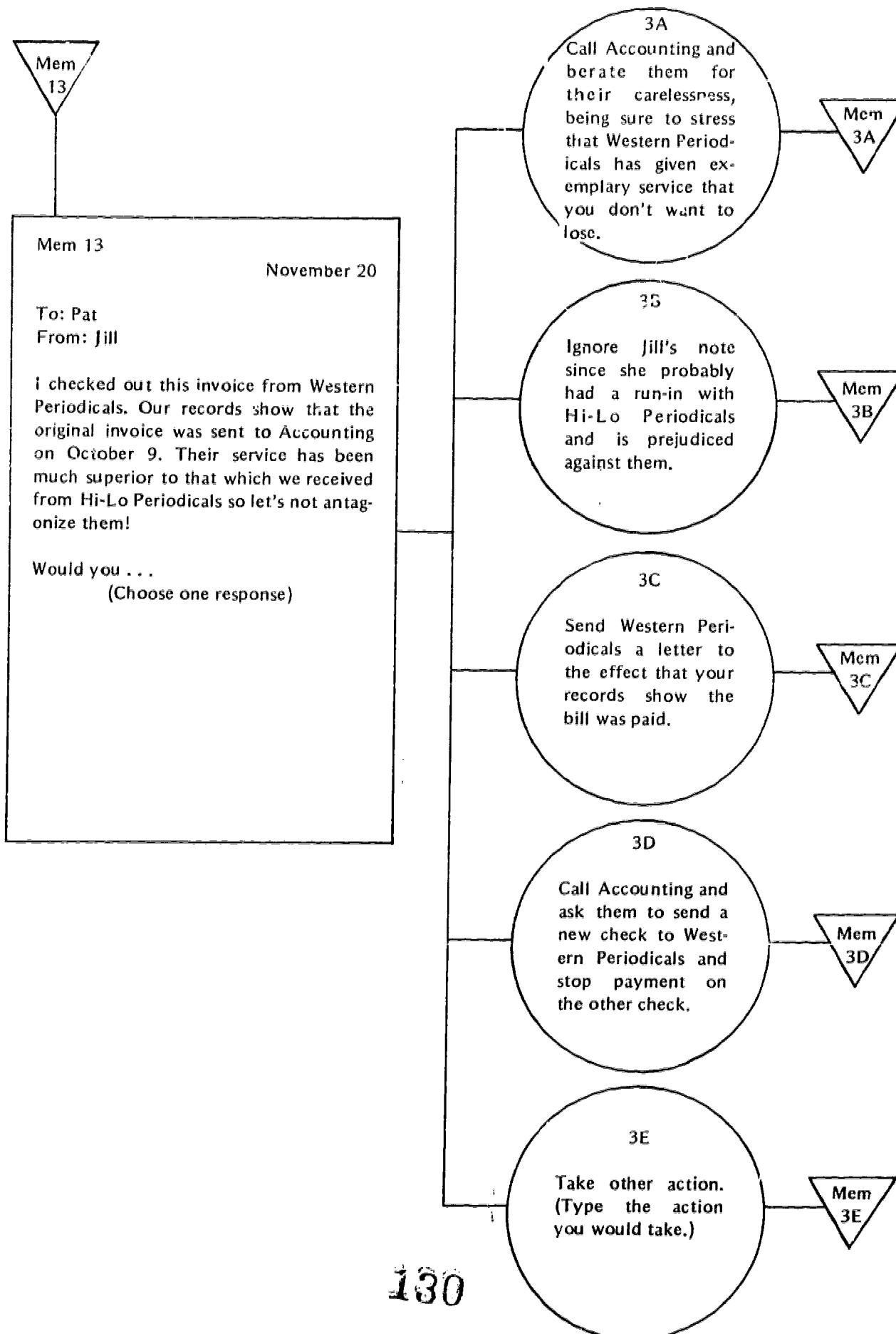
"Thanks for telling me." Say nothing to Western Periodicals since they have been so nasty.

Y2

Say something else; take other action.  
(Type what you would say or action you would take)

129





130

Mem  
3A

Mem 3A

November 30

Phone Call from Western Periodicals  
President

"You can't imagine how badly we feel. One of our employees has just been arrested for absconding with company money. Apparently he was cashing checks sent for payment of orders and not posting the payments. He was one of our most trusted people and we are all pretty much in a state of shock. We notice that your check sent last October was one of those he cashed. Please consider it paid. Our insurance will cover the loss. We are truly sorry for all the inconvenience this has caused you."

Would you say . . .  
(Choose one response)

A3

"I'm sorry to hear that but glad everything is cleared up."  
Do nothing since no more dunning letters will appear.

B3

"I'm sorry to hear that but glad everything is cleared up."  
Call Accounting and apologize while explaining the situation.

C3

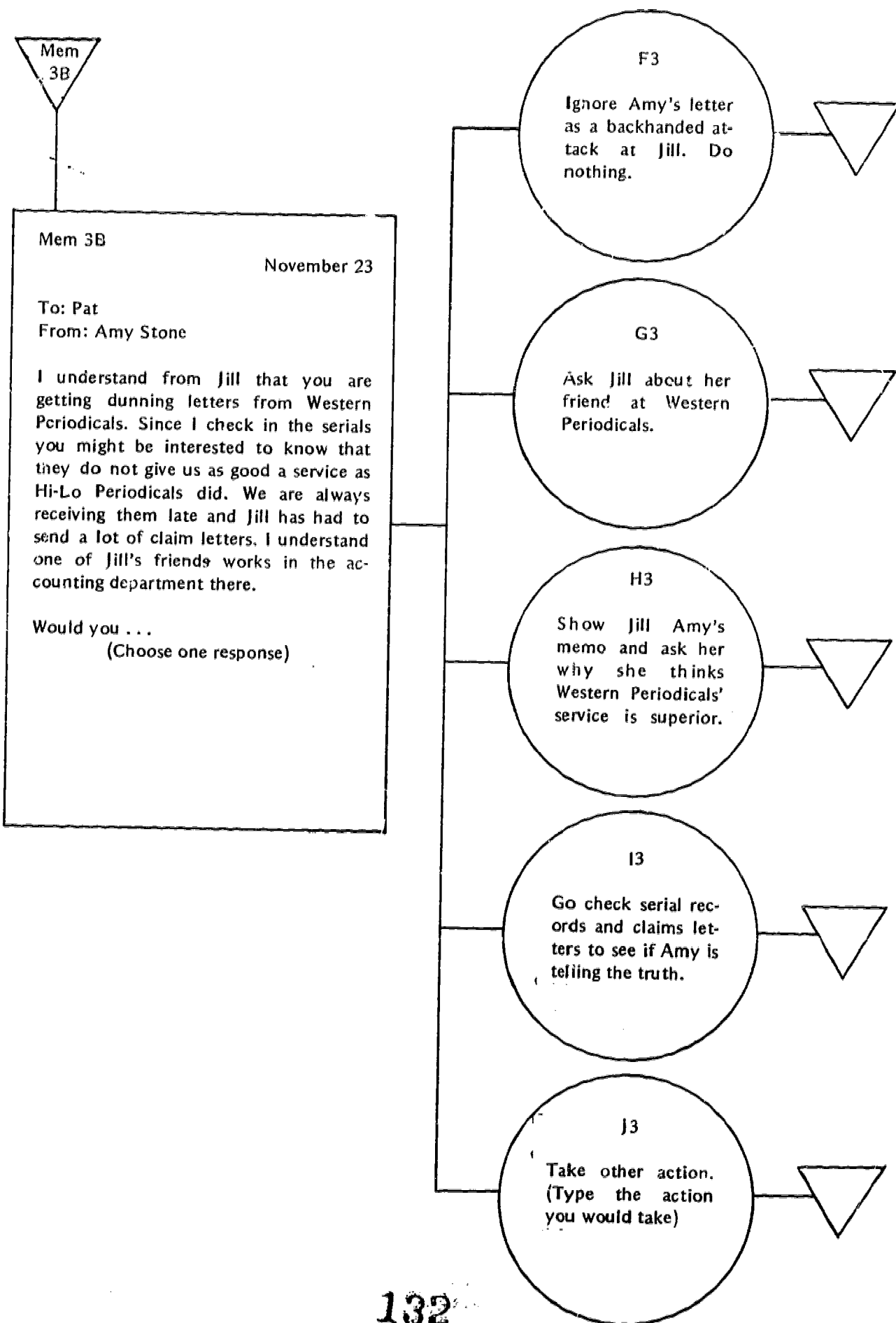
"I'm sorry to hear that but glad everything is cleared up."  
Send a memo explaining situation to parties involved.

D3

"Well, you certainly must have poor security checks if it took this long for you to discover the loss!"

E3

Say something else; take other action.  
(Type what you would say or what action you would take)



Mem  
3C

Mem 3C

November 25

Phone Call from Accounting

"Guess what we found behind the outgoing mail table when we pulled it away from the wall today—the check that was supposed to go to Western Periodicals! We'll send another one to them airmail."

Would you say . . .  
(Choose one response)

K3

"Well, at least that mystery is solved!"  
Call Western Periodicals and apologize.

L3

"Well, at least that mystery is solved!"  
Write Western Periodicals a letter of apology.

M3

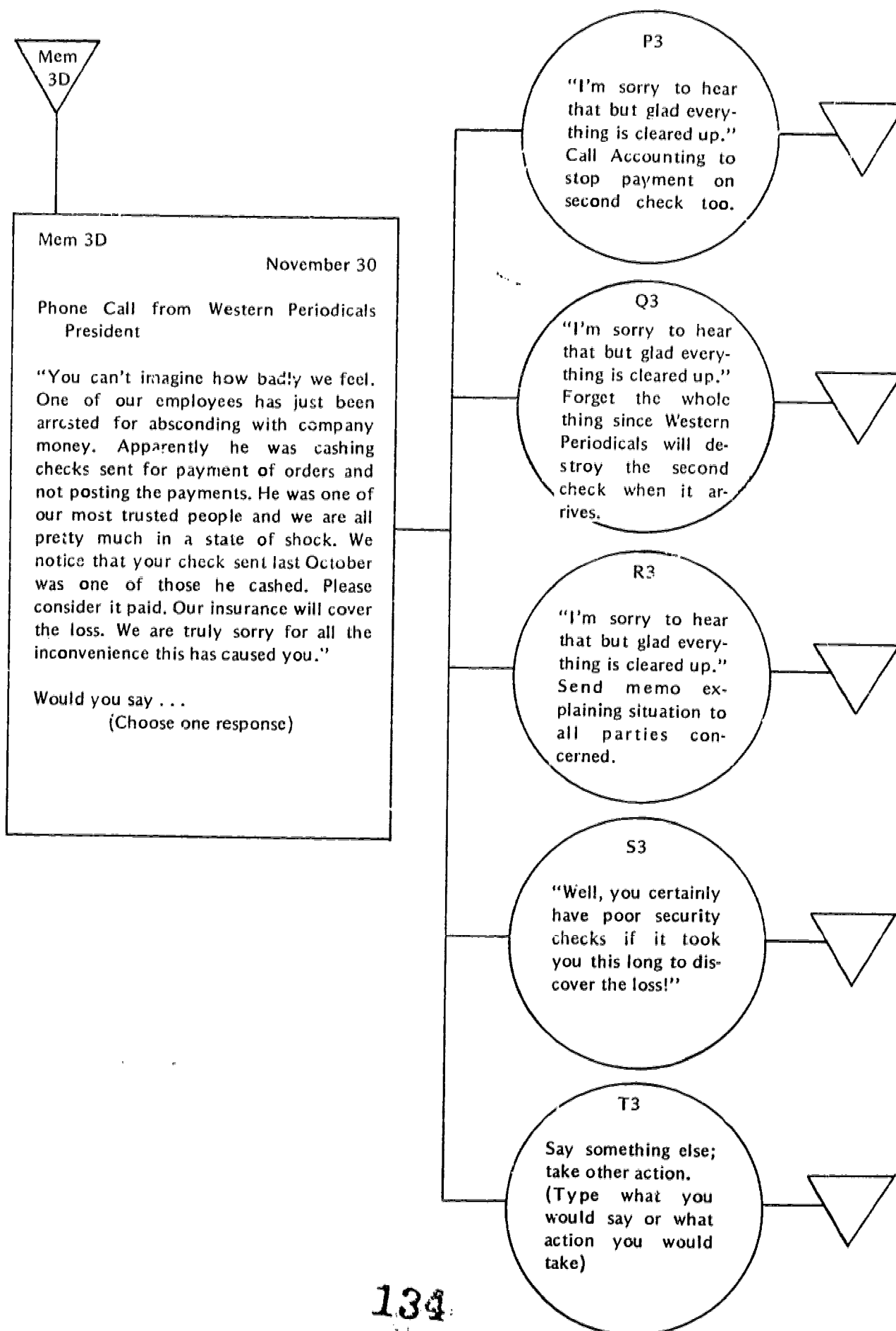
"Thanks for letting me know." Say nothing to Western Periodicals since they have been so nasty.

N3

"How do you expect me to run a library when you people are so careless! You'd better send a good letter of apology with that check!"

O3

Say something else; take other action.  
(Type what you would say or what action you would take)



Mem  
3E

Mem 3E

November 23

To: Pat  
From: Amy Stone

I understand from Jill that you are getting dunning letters from Western Periodicals. Since I check in the serials you might be interested to know that they do not give us as good a service as Hi-Lo Periodicals did. We are always receiving them late and Jill has had to send a lot of claim letters. I understand one of Jill's friends works in the accounting department there.

Would you . . .  
(Choose one response)

U3

Ignore Amy's letter as a backhanded attack at Jill. Do nothing.

V3

Ask Jill about her friend at Western Periodicals.

W3

Show Jill Amy's memo and ask her why she thinks Western Periodicals' service is superior.

X3

Go check serial records and claims letters to see if Amy is telling the truth.

Y3

Say something else; take other action.  
(Type what you would say or what action you would take)

Mem  
14

Mem 14

November 20

To: Pat  
From: Accounting

Re: Purchase Order 02266 - Western  
Periodicals

According to our records, this invoice  
was paid October 10. Before we can  
honor a request for a second payment  
we have to have a written statement to  
that effect from the Comptroller and he  
is on vacation.

Would you . . .  
(Choose one response)

4A

Explain to Account-  
ing the conse-  
quences if the bill is  
not paid and de-  
mand that they get  
some kind of ap-  
proval.

Mem  
4A

4B

Call the Administra-  
tive Assistant to the  
head of Administra-  
tion and General  
Services and explain  
the circumstances  
urging that he ap-  
prove the payment.

Mem  
4B

4C

Decide to ignore the  
whole business since  
obviously the bill  
was paid.

Mem  
4C

4D

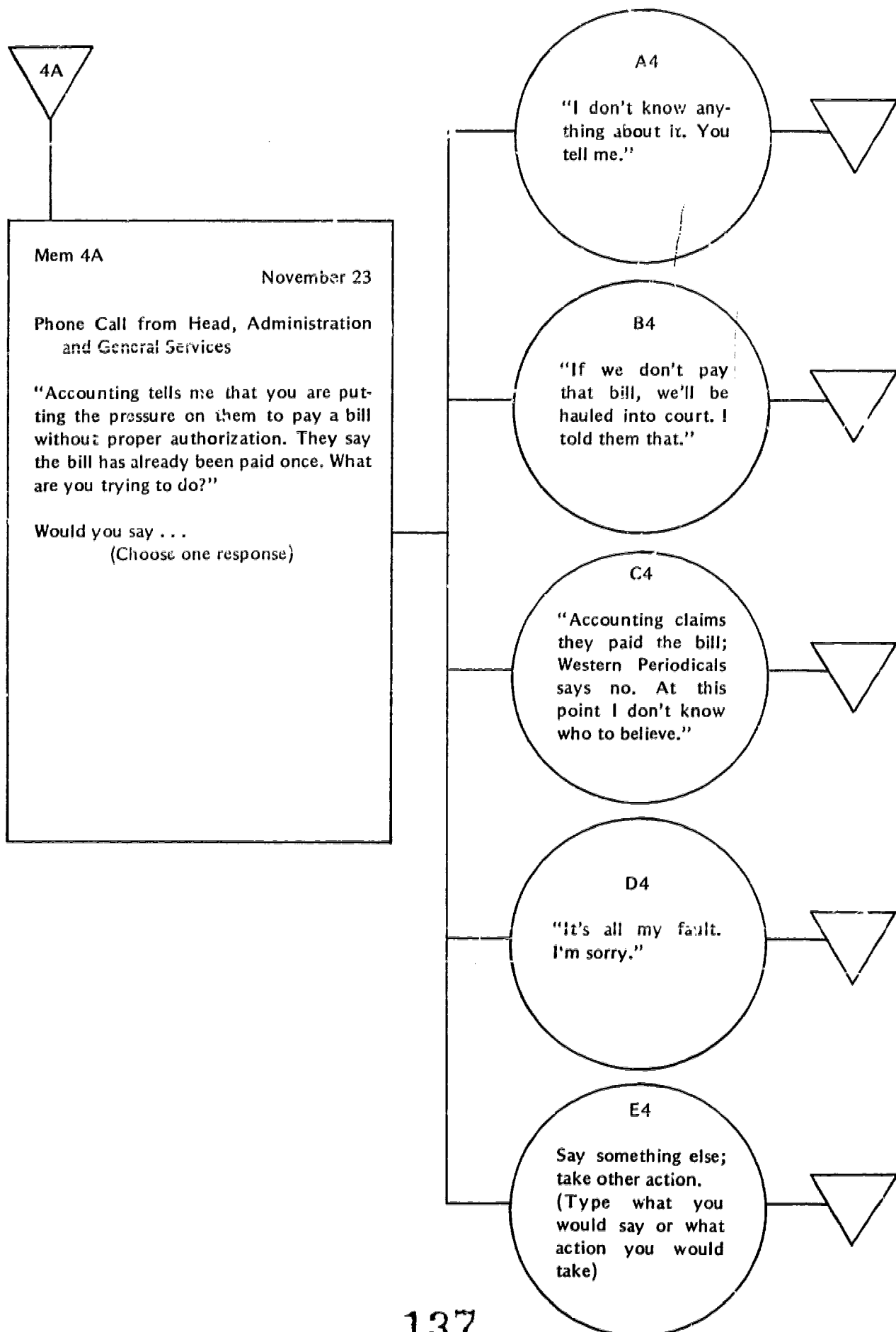
Write a letter to  
Western Periodicals  
telling them that  
your accounting de-  
partment records  
show the bill was  
paid.

Mem  
4D

4E

Take other action.  
(Type the action  
you would take)

Mem  
4E





Mem  
4B

Mem 4B

**PUBLISHER'S WEEKDAY**  
"Oldest Voice in the Business"  
November 23  
**WESTERN PERIODICALS BANKRUPT**

Old-line Western Periodicals today announced that bankruptcy proceedings have been filed against its assets in order to pay off a \$3,500,000 debt. The company ran into financial difficulties when it refused to automate and could not cope with rising labor costs. Although Western Periodicals continued to give the personalized service for which it was noted, the company has been consistently in the red for the last 3 years.

Pat—Did you know about this?

Barbara

Would you . . .  
(Choose one response)

F4

Call Accounting and tell them to forget the whole thing.

G4

Ask Jill to urge her friends in Accounting to send the check since that is the least you can do to help such a fine old company as Western Periodicals.

H4

Ignore the whole thing since it's out of your hands now anyway.

I4

Call Double XYZ's company attorney to see where you stand with this new wrinkle.

J4

Take other action.  
(Type what you would say or what action you would take)

Mem  
4C

Mem 4C

DISTRICT COURT FOR THE  
STATE OF TEXAS  
Civil Action, File Number 18903  
Western Periodicals, Plaintiff  
v.  
Double XYZ Oil Company  
And  
Pat Brown, Defendants

You are hereby directed to appear and  
answer the complaint in an action en-  
titled as above, within 30 days after the  
service on you of this summons.

The said action is brought to recover of  
you the sum of 1,920.35 dollars, for  
goods sold and delivered to and at your  
request.

And you are hereby notified that unless  
you appear and answer as above re-  
quired, the said plaintiff will take judg-  
ment for any money demanded in the  
complaint.

Given under my hand and seal of the  
District Court of the county of Harris,  
state of Texas, this 3rd day of Decem-  
ber.

John M. Burns  
Clerk of Court

Would you . . .  
(Choose one response)

K4

Ignore summons  
since the front of-  
fice will handle the  
case anyway

L4

Call the company  
attorney

M4

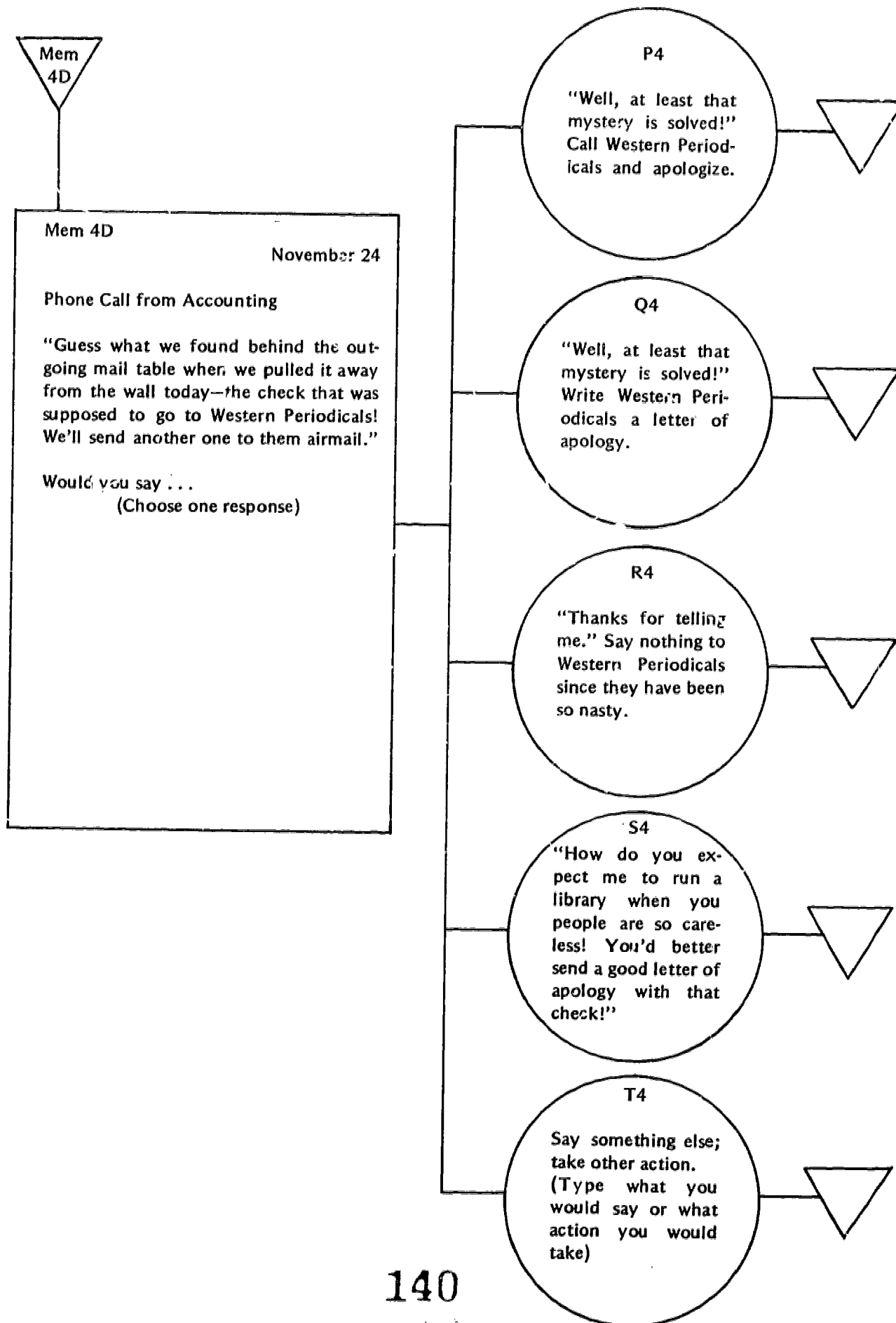
Call Janer, Tyson  
and Ledley and tell  
them you are not  
legally responsible  
for Double XYZ Oil  
Company's bills

N4

Send the summons  
to the Head, Admin-  
istration and Gener-  
al Services since you  
aren't responsible in  
cases of legal action  
against the company

O4

Take other action.  
(Type the action  
you would take)



Mem  
4E

Mem 4E  
PUBLISHER'S WEEKDAY  
"Oldest Voice in the Business"  
November 23  
WESTERN PERIODICALS BANKRUPT

Old-line Western Periodicals today announced that bankruptcy proceedings have been filed against its assets in order to pay off a \$3,500,000 debt. The company ran into financial difficulties when it refused to automate and could not cope with rising labor costs. Although Western Periodicals continued to give the personalized service for which it was noted, the company has been consistently in the red for the last 3 years.

Pat—Did you know about this?

Barbara

Would you ...  
(Choose one response)

U4

Call Accounting and tell them to forget the whole thing.

V4

Ask Jill to urge her friends in Accounting to send the check since that is the least you can do to help such a fine old company as Western Periodicals.

W4

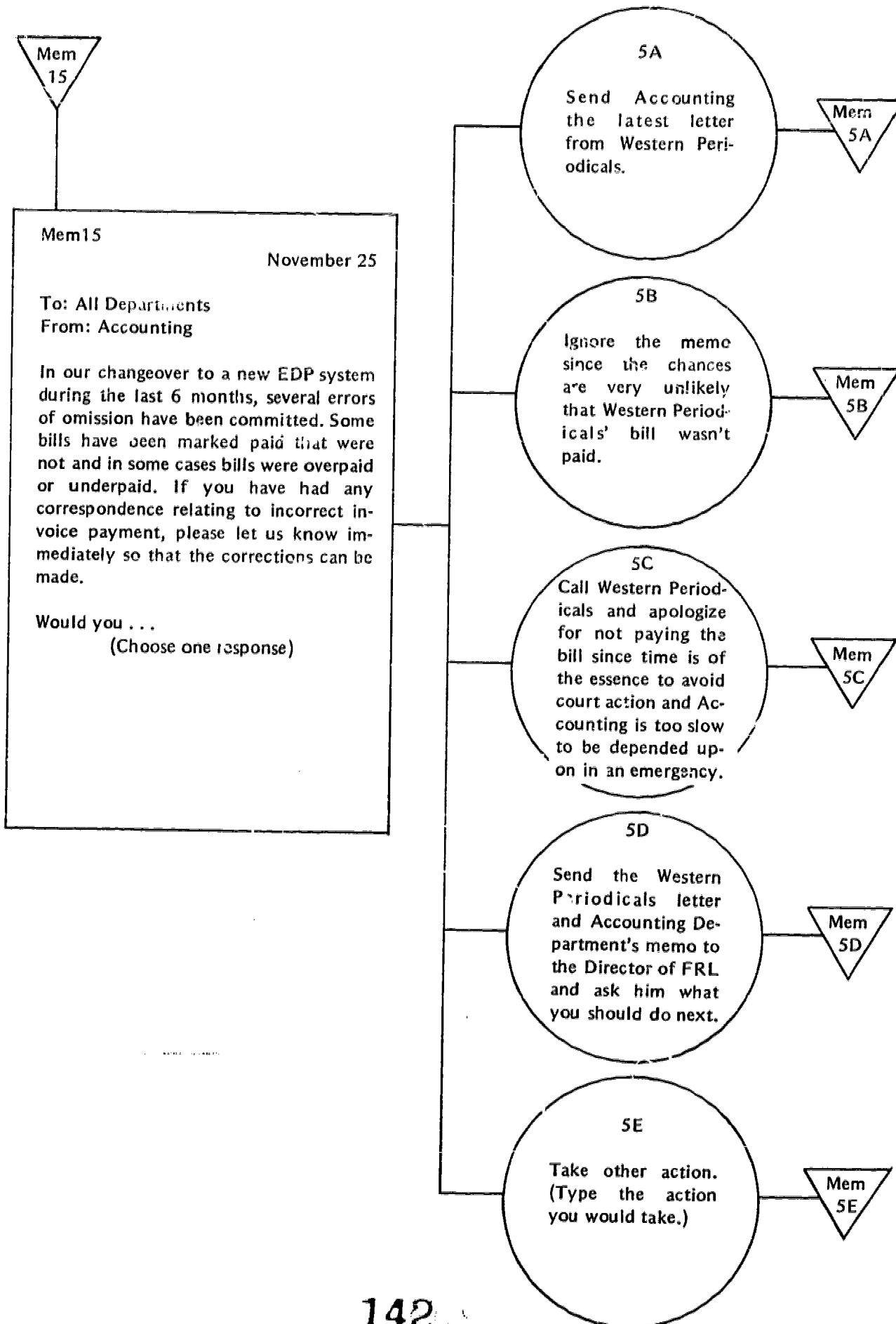
Ignore the whole thing since it is out of your hands now anyway.

X4

Call Double XYZ's company attorney to see where you stand with this new wrinkle.

Y4

Take other action.  
(Type what you would say or what action you would take)



Mem  
5A

Mem 5A

December 2

Phone Call from Accounting

"It looks like this is one of the invoices that didn't get paid. Our records show payment but we can't find a check stub. Mrs. O'Conner, who is the check writer, is on vacation and she would probably be the final word. What do you want us to do about this?"

Would you say ...  
(Choose one response)

A5

"We'll just have to wait till Mrs. O'Conner returns, in that case." Do nothing.

B5

"Let's assume the invoice wasn't paid and send another check air mail." Do nothing else.

C5

"Well, I'll have to think about it. Thanks for the information." Do nothing since Western Periodicals has been so nasty.

D5

"Let's assume the invoice wasn't paid and send another check air mail." Call Western Periodicals and apologize.

E5

Say something else; take other action.  
(Type what you would say or what action you would take)

Mem  
5B

Mem 5B

DISTRICT COURT FOR THE  
STATE OF TEXAS  
Civil Action, File Number 18903  
Western Periodicals, Plaintiff

v.  
Double XYZ Oil Company  
and  
Pat Brown, Defendants

You are hereby directed to appear and  
answer the complaint in an action enti-  
tled as above, within 30 days after the  
service on you of this summons.

The said action is brought to recover of  
you the sum of 1,920.35 dollars, for  
goods sold and delivered to and at your  
request.

And you are hereby notified that unless  
you appear and answer as above re-  
quired, the said plaintiff will take judg-  
ment for any money demanded in the  
complaint.

Given under my hand and seal of the  
District Court of the county of Harris,  
state of Texas, this 3rd day of Decem-  
ber.

John M. Burns  
Clerk of Court

Would you . . .  
(Choose one response)

F5

Ignore summons  
since the front of-  
fice will handle the  
case anyway

G5

Call the company  
attorney

H5

Call Janer, Tyson  
and Ledley and tell  
them you are not  
legally responsible  
for Double XYZ Oil  
Company's bills

I5

Send the summons  
to the Head, Admin-  
istration and Gener-  
al Services since you  
aren't legally re-  
sponsible in cases of  
legal action against  
the company.

J5

Take other action.  
(Type the action  
you would take)

Mem  
5C

Mem 5C

November 30

Phone Call from Jill

"I just read the memo from Accounting and called them on the outside chance that they may have failed to pay Western Periodicals' bill. Unfortunately they even have the check stub so I guess that lead is out."

Would you say . . .  
(Choose one response)

K5

"You have no business calling Accounting without clearing it through me. Now you've really gotten me into a mess!"

L5

"Well, that's too bad. Thanks for telling me." Call Western Periodicals and give them this new information.

M5

"Well, that's too bad. Thanks for telling me." Take the rest of the day off to go home and think about it.

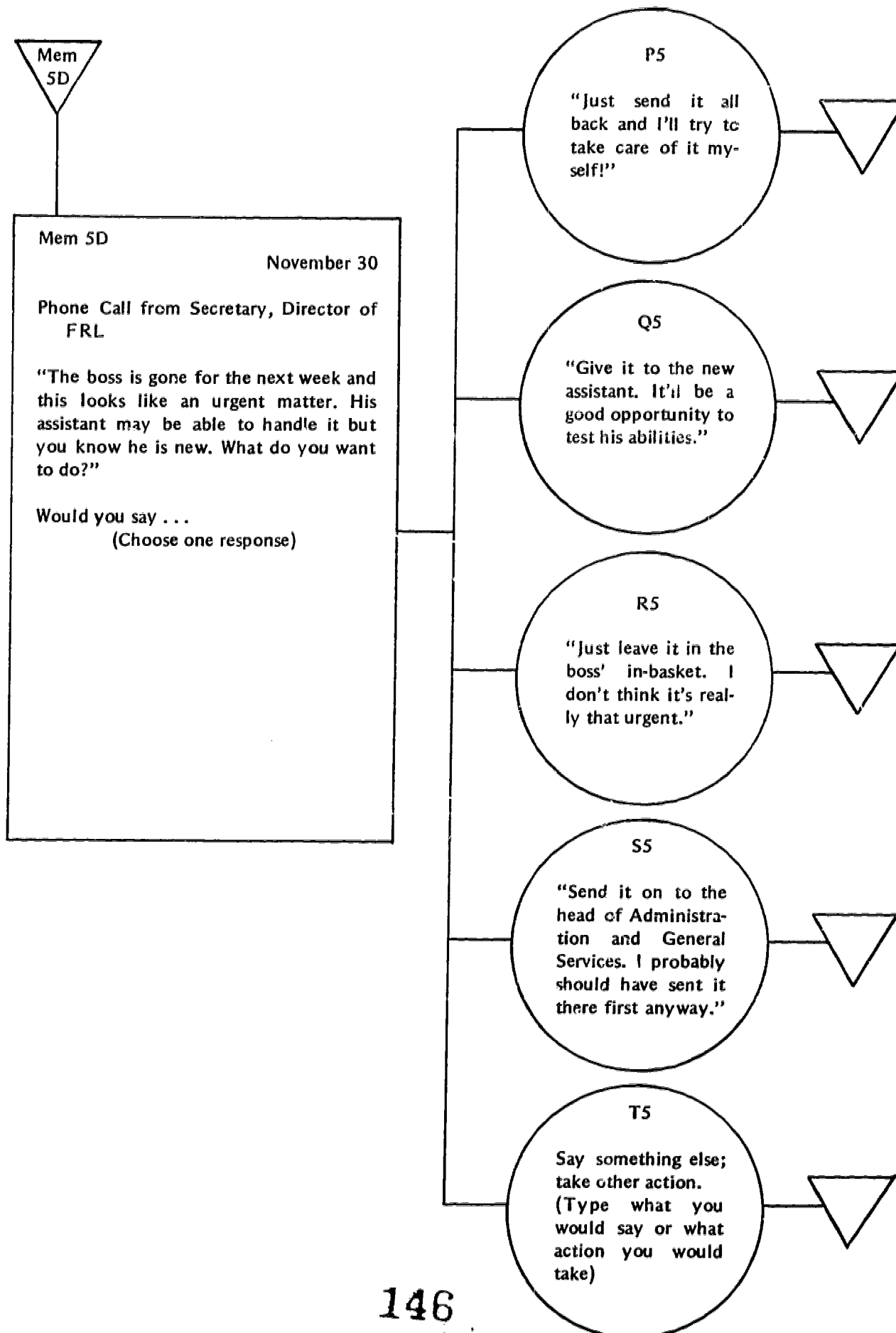
N5

"Well, since you have the latest information, call Western Periodicals and tell them what you have found out."

O5

Say something else; take other action.  
(Type what you would say or what action you would take)





Mem  
5E

Mem 5E

December 4

To: Library  
From: Accounting

The following new printout service is available because of our new EDP system. You will receive this printout every 2 weeks, or more often if you request it.

Date Paid	Invoice Number	Vendor	Amount
11/30	02266	Western Periodicals	\$1,920.35

Would you . . .  
(Choose one response)

U5

Call Accounting and ask why the delay in paying the bill.

V5

Do nothing since the bill has been paid and it's best not to disturb anything at this point.

W5

Call Western Periodicals, apologize and tell them their check is on the way.

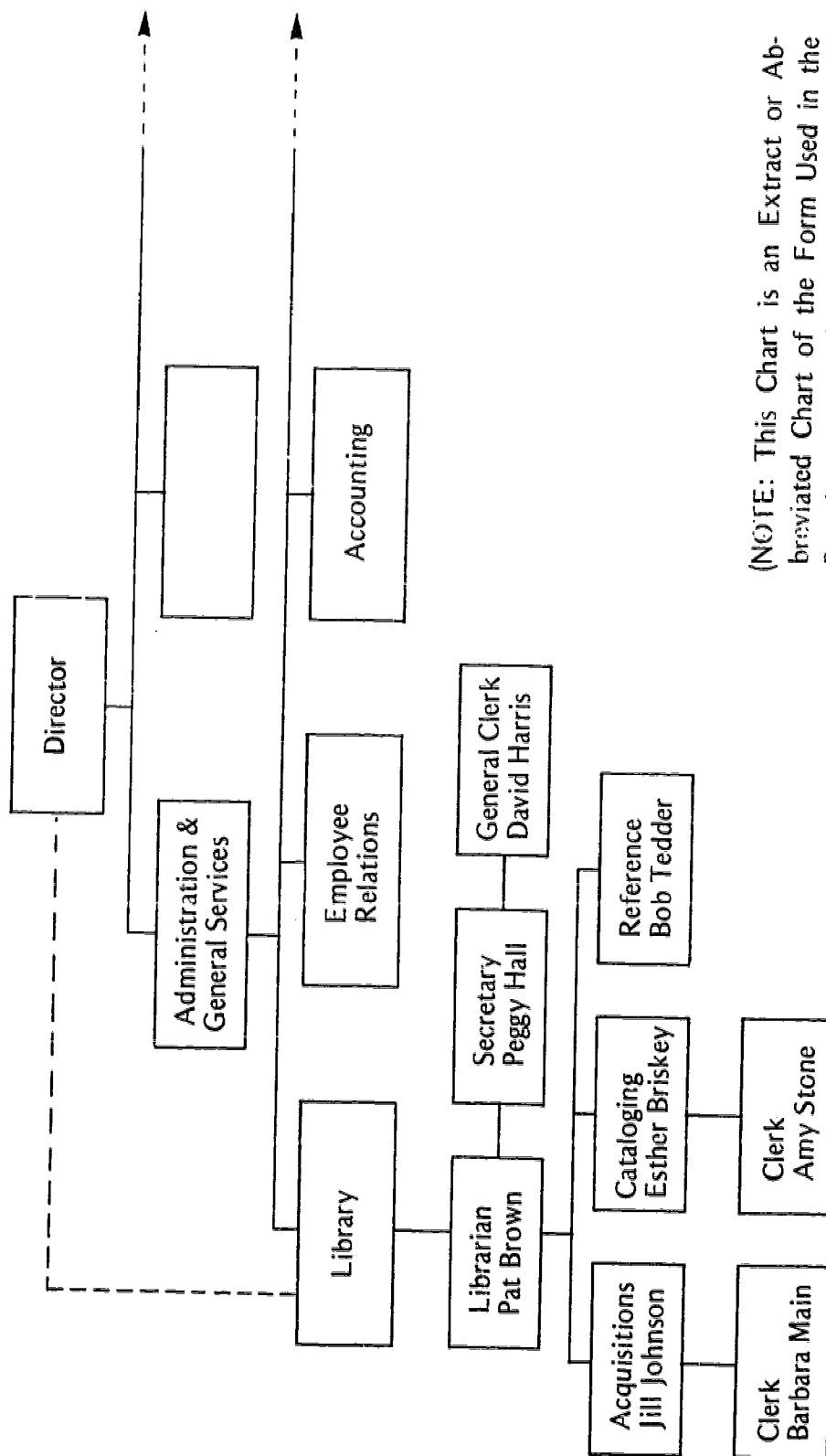
X5

Send a letter to Western Periodicals with copies of Accounting's two memos to prove the delay was not your fault.

Y5

Take other action.  
(Type the action you would take.)

**FIELD RESEARCH LABORATORY**  
(Abbreviated Organization Chart)



(NOTE: This Chart is an Extract or Ab-  
breviated Chart of the Form Used in the  
Petroleum Library.)

### OCTOBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### NOVEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### DECEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12

### CALENDARS FOR SIMULATED TIME PERIOD

## **APPENDIX C**

### **SEQUENTIAL IN-BASKET EXERCISE GENERAL INSTRUCTIONS**

You are about to work out a computer-assisted Sequential In-Basket Exercise. It is called an in-basket exercise because each initial problem is based upon a piece of correspondence that is in the in-basket on your desk, waiting for your action. It is sequential in that the action you decide to take will result in a new sequence of events which also await a decision on your part. The purpose of this particular exercise is to discover the approaches you would take to various situations which arise in library administration. Each situation would, in real life, be initiated by a memo, letter, phone call or office visit. In this simulation, the computer terminal will act as your medium of communication. The terminal will print out the situation and you will respond by typing in a code to indicate the action you would take, and any comments you may wish to make.

You will be asked to think of yourself in the role of a certain librarian. However, choose the decisions that you yourself would make, knowing what you know at this moment, not according to what you think that particular librarian should know.

### **ENVIRONMENTAL BACKGROUND**

You are Pat Brown, head librarian of the Field Research Laboratory, a division of the Double XYZ Oil Company in Houston, Texas.

Over the course of the next 10 weeks—October, November and December—you will be faced with various situations which will require you to make decisions and to take action as a library administrator. In front of your desk on the wall is a calendar and an abbreviated organization chart of the Field Research Laboratory. You may need to refer to these items as aids in making your decisions from time to time. You should not need any other materials for reference at this time.

### **SEQUENTIAL IN-BASKET EXERCISE STUDENT TERMINAL USE INSTRUCTION SHEET**

**ROUTINE TO USE** (See specific instructions below.)

1. Sign on the computer. (Instruction I.)
2. Read the problem presented to you.
3. Choose one response to the problem.
4. Type the letter corresponding to the response. (Instruction II.)
5. If the response to a problem calls for a comment, follow the computer's instructions. (If you make an error, see Instruction III.)
6. Proceed as far as you can in the time allowed.

7. If time is up before you finish the program, sign off the computer using the sign-off routine. (Instruction IV.)
8. If you finish the exercise in the time allowed, you will be signed off automatically by the computer.
9. Tear off the printed output and take it to your next class.

#### I. TO SIGN ON THE COMPUTER

1. Turn the knob on the front of the terminal to the left to turn on the power to the terminal if it is not already on. If it is on, you will be able to hear it.

2. Press first alt mode

3. Press next line feed

4. The keyboard will click and a little bell will ring to signify the computer is ready.
5. A CAI Student Number will be given to you.
6. Type: ON SIBE/your CAI Student Number.

*Leave a space between ON and SIBE.*

*Do not leave a space between SIBE and the slash and your CAI Student Number.*

*Be sure to type the number 0, not the letter o, when it appears in your CAI Student Number. The number 0 will appear on your printout as Ø.*

7. Press first alt mode

8. Press next space bar

This enters what you have typed into the computer.

9. The computer will now type "YOU HAVE BEEN SIGNED ON".
10. The program will begin.

#### II. TO ENTER YOUR RESPONSE

1. Wait until the computer has finished typing and is waiting for you to respond.
2. Type the letter corresponding to your response.
3. Wait for the computer to continue with the program or to tell you what to do next.

#### III. TO ERASE ERRORS IN TYPING

Errors may not be erased. Your first entry will be your recorded response.

If you make an error in a comment or wish something in the comment to be corrected, type 2 xx's, type the corrected word, letter(s) or phrase, and proceed.

#### IV. TO SIGN OFF THE COMPUTER BEFORE YOU HAVE FINISHED THE ENTIRE PROGRAM

1. Wait until the computer is waiting for you to respond.

2. Press first 

alt mode
----------

3. Press next 

line feed
-----------

4. Type: OFF

5. Press first 

alt mode
----------

6. Press next 

space bar
-----------

This enters what you have typed into the computer.

7. The computer will now type "YOU HAVE BEEN SIGNED OFF".

**APPENDIX D**  
**QUESTIONNAIRE**

1. When I worked the CAI Sequential In-Basket Exercise, I felt . . .
2. I feel I learned (circle one below) . . . from this exercise.  
a. A lot                      b. Some                      c. Very little                      d. Nothing
3. I circled . . . in Statement 2 because . . .
4. I think the advantage(s) of using a CAI Sequential In-Basket Exercise are . . .
5. I think the disadvantage(s) of using a CAI Sequential In-Basket Exercise are . . .
6. I think the CAI Sequential In-Basket Exercise could be improved if . . .
7. My feeling toward using Computer-Assisted Instruction is that . . . (circle one)  
a. I like it a lot                      b. I like it                      c. It's o.k.                      d. I don't like it
8. I circled . . . in Statement 7 because . . .
9. I think the purpose of the Sequential In-Basket Exercise is . . .
10. If I were to work the CAI Sequential In-Basket Exercise again I would . . .



# WID THE ON ARE TICE ATIO IC FILM